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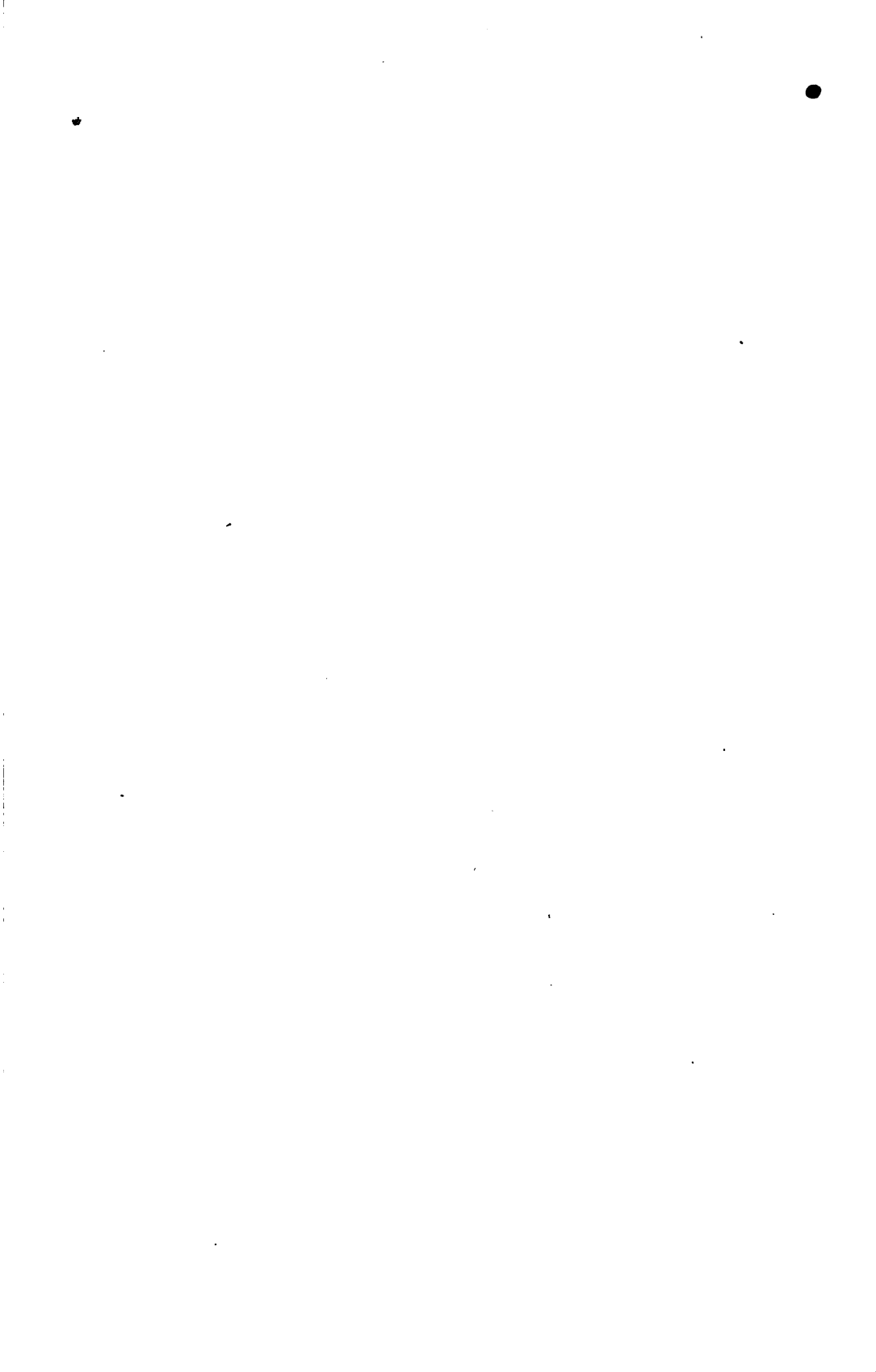
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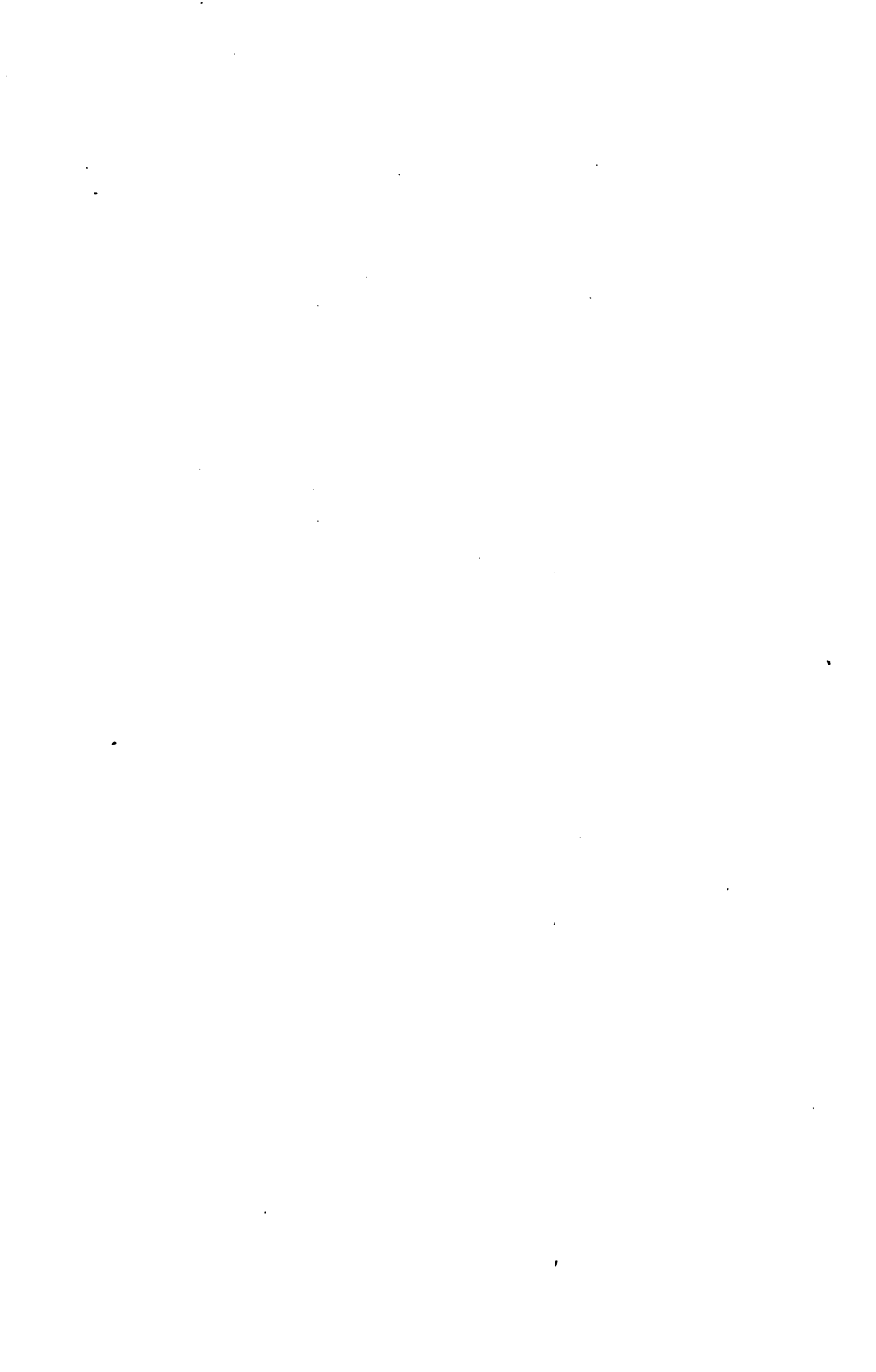
This volume, commemorating the Coming of Age of the Department of Education in the University of Manchester, has been produced, of necessity, in a somewhat hurried manner. Doubtless there are numerous errors and omissions for which the indulgence of our readers is asked.

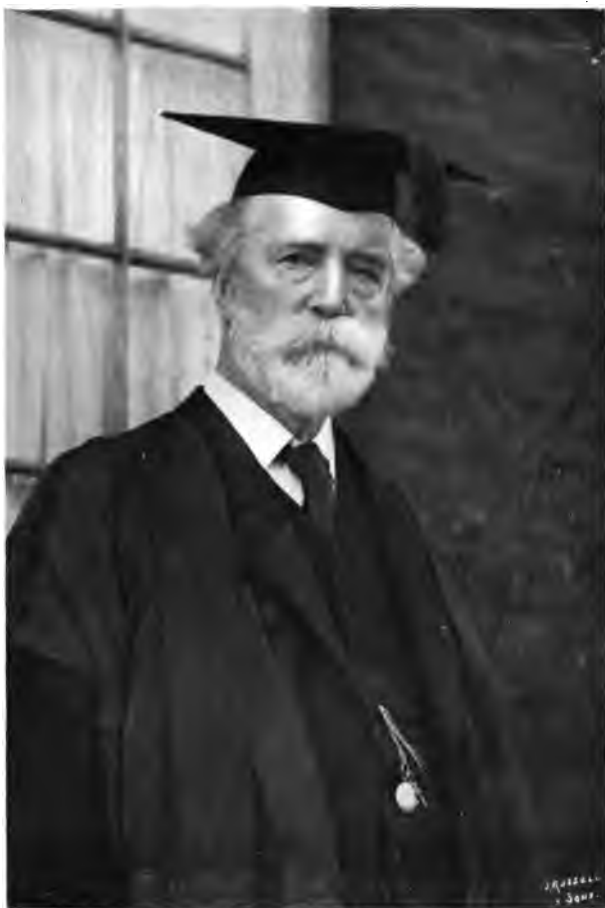
Chapter I. is the work of Professor M. E. Sadler, Professor of the History and Administration of Education in the University, Chapter II. of Mr. W. T. Goode, Principal of the London County Council Training College, Graystoke Place. The latter sections of the volume are the work of many hands. The Register and the Roll of Students are based upon material laboriously collected by Mr. John Lord, Headmaster of the Manley Park Council School, Manchester, and Miss Edna Firth, Assistant Mistress of the North Grecian Street Council School, Lower Broughton, Manchester.

Upon Mr. Lord and Miss Firth, as Secretaries to the Celebration Committee, the bulk of the administrative work has devolved, and we take this opportunity of thanking them for their invaluable services. It is almost invidious to single out any of the departmental staff for commendation for they have all given their services unstintingly, but we cannot forbear to express our indebtedness to Miss Laura Start, whose unique knowledge of the women members of the Department has to a large extent made this publication possible.

University of Manchester.

January, 1911.





A. W. WARD, LL.D., Litt.D., Ph.D.,
Late Principal of the Owens College and Vice-Chancellor of the University.



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SIR ALFRED HOPKINSON, K.C., LL.D., M.A., B.C.L.,
Vice-Chancellor of the University.

UNIVERSITY DAY TRAINING COLLEGES : THEIR ORIGIN, GROWTH, AND INFLU- ENCE IN ENGLISH EDUCATION.

In June, 1882, there began at a meeting of the Birmingham School Board a discussion which was destined to have a decisive influence upon the training of teachers for elementary schools in England and Wales. Mr. George Dixon, the Chairman of the Board, moved that a memorial be sent to the Education Department urging the advisability of the passing of an Act of Parliament to empower School Boards to establish additional training colleges. In matters of education Mr. Dixon spoke with the authority of long experience and of leadership. It was at his house in Birmingham that, with the help of Mr. Chamberlain, Dr. R. W. Dale and others, the National Educational League was founded in 1868 for the purpose of carrying on an active propaganda for the establishment of public elementary schools throughout the country. As one of the members for Birmingham, Mr. Dixon had taken a leading part in the House of Commons in the discussions on Mr. Forster's Elementary Education Bill. He had been a member of the Birmingham School Board from its establishment in 1870, and in 1876 had followed Mr. Chamberlain as its Chairman. No one had done more to convince public opinion of the necessity of compulsory education and of making the provision and maintenance of elementary schools part of the work of local government. He had been a pioneer in the movement for higher grade Board schools, one of which he had equipped at his own expense. In urging his colleagues, therefore, to press upon the Department the need for a great enlargement in the supply of training colleges, Mr. Dixon spoke with the responsibility of a man who

had, during the preceding fifteen years, successfully initiated some of the chief changes in English educational policy.

The memorial which the members of the Board were asked to approve drew attention to the fact that less than half of the candidates who passed the requisite examination for admission into training colleges could be received into residence in consequence of insufficient accommodation; that nearly 30 per cent. of the certificated masters and nearly 50 per cent. of the certificated mistresses then employed in public elementary schools had not been college-trained; that it was highly desirable that the whole of the schools of the country should be supplied with teachers possessing the highest possible qualifications; and that "the ecclesiastical restrictions imposed by the large majority of the existing training colleges acted to the disadvantage of pupil teachers in the Board Schools and presented a serious obstacle to the entrance into the teaching profession of many well-qualified candidates." The Department therefore was asked to give its early and careful attention to the matter and to take steps to obtain for School Boards "power to establish training colleges to which grants should be made on a scale proportionate to those now given to existing training colleges."

The debate, which began in June, was twice resumed in July, then adjourned till October and brought to a conclusion in November, when the memorial to the Department was carried by 8 votes to 6.*

Two points were at issue between the evenly balanced parties on the Board, viz., (1) the seasonableness of the reference to ecclesiastical restrictions in the majority of the existing training colleges, and (2) the question whether School Boards should have power to establish residential institutions for the training of teachers. The Liberal majority resented the fact that the greater

* See the *School Board Chronicle*, June 10, July 22, October 14, and November 11, 1882. The original form of the memorial was altered between the meetings of July 6 and October 5.

number of the training colleges were in close connection with religious bodies and therefore not open to candidates who were unwilling to accept the denominational restrictions involved. The same party on the Board desired to see the statutory powers of the School Boards so extended as to include the right to establish and maintain out of rates, with the assistance of Government grants, residential colleges of an undenominational or secular type. On the other hand, the Conservative minority objected to the form of the reference to the existing training colleges which, while emphasising their denominational restrictions, failed to recognise the excellence of their work and the fact that the conditions which they imposed were entirely acceptable to large numbers of intending teachers. The same party deprecated the proposed enlargement of School Board powers, in the belief that the establishment of rate-aided residential colleges upon an undenominational or secular basis would eventually make precarious or untenable the position of the denominational colleges which, though receiving Government grants, would be debarred from assistance from the rates. The conflict between the two parties on the Birmingham School Board thus turned upon the point whether the balance between the denominational and undemoninational principles which had been struck by the Education Act of 1870 should be for the present left undisturbed. The one party held that any great extension of School Board responsibilities should be restrained until such time as the School Boards, or some future form of local authority, had been entrusted with power to aid denominational and undenominational schools and colleges alike. The other party maintained that the time had come for a large development of the powers of the School Boards without any departure from the principle which limited the application of rate-aid to educational institutions of an undenominational or secular type. This was the controversy which lay behind the debate in the Birmingham School Board in 1882. But in the course of the discussion the significant

fact had emerged that both parties were now agreed that further training college accommodation had become necessary, particularly for women, and that the need for an increased number of undenominational training colleges was especially urgent. In view of this agreement, Mr. E. F. M. McCarthy, who held a central position upon the Birmingham School Board, proposed that the form of the memorial should be so changed as to allow a unanimous vote in its support. He suggested that the reference to existing ecclesiastical restrictions should be omitted and that the Department should be asked to move Parliament to give School Boards the power of establishing day, but not residential, training colleges. Mr. McCarthy's amendment was rejected by the Liberal majority and the original memorial, when brought up for final vote, was in turn opposed by the Conservatives on the Board. But Mr. McCarthy had accurately discerned the line of possible advance. The establishment of day training colleges had been shown by the discussion to be a policy upon which, without surrender of principle, each of the two contending parties could unite. This was the illuminating result of the Birmingham debate, at the close of which the Chairman, Mr. Dixon, justly remarked that in approving the establishment of day training colleges the Board was unanimous. It will be seen in the sequel that the significance of this limited agreement did not escape the notice of the Education Department.

In 1882, when the Birmingham debate took place, the effects of the Elementary Education Act of 1870 had already had time to show themselves not only in the registers of school attendance and in the personnel of the teaching staff but also in the growth of a strong body of opinion which aimed at bringing the whole of popular education under public control. During the twelve years 1870—1882, the increase of the population had been about $15\frac{1}{2}$ per cent., while the number of children on the registers of public elementary schools had increased 258 per cent. There were 3,000,000 more

children on the registers in 1882 than there had been in 1870. Questions of educational policy and organisation thus presented themselves upon a scale which rendered former methods of administration antiquated and obsolete. It was clear that, whatever might be the future of denominational effort in national education (and the majority of English people desired that it should continue to bear a great part in the work), private philanthropy and denominational benevolence could no longer keep up with the demand for wider opportunities for the professional training of teachers. During the twelve years, 1870—1882, the number of certificated teachers had increased 119 per cent.* The recruiting and professional preparation of so greatly enlarged a body of teachers presented problems which over-taxed the existing organisation and called for public intervention on a large scale. In 1870 there were 33 training colleges in England. In 1882, in spite of the immense increase in the number of those preparing for the teaching profession, only six new training colleges had been built. Out of the 39 training colleges which were open in 1882, all but four were denominational.

Those who watched the course of events observed that one effect of the rapid increase of public elementary schools was the more extended employment of women teachers. Ever since about 1848 an increasing number of women in England had sought for opportunities of active professional employment. The growth of sisterhoods, the reform in methods of hospital nursing and the rapidly increasing number of women teachers were all signs of a new tendency in English life, a movement fraught with social and economic consequences of the first importance. The statistics of teachers in the public elementary schools in England and Wales clearly reflect

* These percentages are based on the totals given in *Special Reports on Educational Subjects*, Vol. I, pp. 46 and 48. The percentages of increase in the number of teachers were slightly larger than those given, which are based upon the total number of teachers in the schools in 1880, not 1882.

the new tendency. In 1850, men certificated teachers had outnumbered women by nearly 3 to 1. In 1860, women certificated teachers were 44 per cent. of the whole. In 1870, the number of men and women certificated teachers was nearly equal, the women being 48 per cent. In 1880 the men certificated teachers were already far outnumbered by the women, the latter being 56 per cent. of the whole.* These percentages refer to the certificated teachers only. In the other categories the growth of women teachers had been even more remarkable.

In yet another way the Education Act of 1870 affected the problem of the training of teachers. It had set up for the first time in each of the great cities a public authority elected by the ratepayers, charged from the first with large duties and tending always to seek some extension of its responsibilities. The discussions of the School Boards were an entirely new factor in English public life. For the first time elementary education was systematically handled as a department of public service. For the first time men and women drawn from different social groups and from various religious denominations had been set to co-operate with one another in grappling with educational destitution and with many of the evils to which it gave rise. A tradition of School Board policy had established itself. Those who served upon the Boards, however much they might differ from one another in some points of political principle, were driven by the logic of facts to admit the necessity for extended public action in English education and to chafe against

* See *Special Reports on Educational Subjects*, Vol. I, page 46, and Vol. II, page 541. The actual figures were: In 1850, men certificated teachers 118, women 275; in 1860, men 3,577; women 2,856; in 1870, men 6,537, women 6,207; in 1880, men 13,521; women 17,901. For 1909 the figures are for men 32,026, women 62,747, the women being 66 per cent. of the whole. Thus in the sixty years which have elapsed since 1850, the proportion of men and women among certificated teachers has been almost exactly reversed. At the earlier date, out of every three certificated teachers, two were men. At the present time, out of every three certificated teachers, two are women.

some of the restrictions which Parliament had placed upon their work. Payment by results had begun to disappear as early as 1875. The action of the Science and Art Department in creating in 1872 a special type of classes called Organised Science Schools, which were intended to give a continuous and systematic course of scientific training at the close of the ordinary elementary day school course, pointed towards a new form of secondary education easily accessible to the elementary day school pupil and based upon a new and less literary curriculum. The old restricted idea of elementary education was breaking under the thrust of new social demands. The most intelligent English workmen desired for their children educational advantages not inferior to those afforded by the American cities. Many of the members of the School Boards were well-acquainted with American organisation and with the standards of the Scottish schools. Thus the outlook in English education had rapidly altered. The debate in the Birmingham School Board in 1882 was a sign of coming change. The growth of a new ideal in English elementary education had made the old methods of supply and the former standards of attainment inadequate and unsatisfactory.

While these changes were taking place in that part of English educational policy which was mainly concerned with elementary schools, the developments in higher education were not less significant from the point of view of the training of teachers. In 1871, the Universities Tests Act had removed practically all the remaining religious tests and disabilities at the Universities of Oxford and Cambridge and had established in the public mind the idea of a University as an institution freely accessible to students of every denomination. Secondly, residence and study at the Universities was made possible for women by the establishment at Cambridge of Girton College (1872) and Newnham (1875); by the establishment of the Women's College at Manchester in 1877; by the foundation of Lady Margaret and Somer-

ville Halls at Oxford in 1878-9; by the Supplemental Charter (1878) which enabled the University of London to hold examinations for women; and by the Charter (1880) granted to the Victoria University, which, except in the case of medicine, gave women access to all degrees. Thirdly, University Colleges had been established in rapid succession in many of the great centres of population. The Owens College in Manchester, the oldest of the group, had begun its work in 1851, had been incorporated in 1871, and had been moved to its present site in 1874; the Durham College of Science at Newcastle-upon-Tyne had been established in 1871; the Yorkshire College, Leeds, in 1872; University College, Bristol, in 1876; Firth College, Sheffield, in 1879; University College, Nottingham, in 1881; and University College, Liverpool, in 1882. Of the three Welsh Colleges, Aberystwyth was opened in 1872; Cardiff, in 1883; and Bangor, in 1884. Fourthly, Mr. J. G. Fitch had urged in 1876 that training colleges for secondary school teachers should be established in connection with Universities or University Colleges.* Subsequently a Teachers' Training Syndicate had been appointed by the University of Cambridge in 1879, and the University of London had held its first examination in the Art, Theory, and History of Education in 1883. Thus, for the first time in England and Wales, education of the University type was brought, so far as these centres were concerned, within the reach of those wider classes from which, for many generations, the Scottish Universities had drawn the majority of their students.

Alike, therefore, in elementary and in University education, English conditions were in some respects becoming more closely assimilated to those of Scotland. University education was being made more accessible to the masses of the people; and the older idea of the public elementary school as an institution confined

* Article on "The Universities and the Training of Teachers," *Contemporary Review*, December, 1876.

intellectually to the rudiments of learning and socially to the labouring poor was giving way before the demand for a new type of school in which higher teaching would be combined with the elementary, and the educational opportunities of which would become attractive to the middle as well as to the lower ranks of the community. It was natural, therefore, that Scottish experience and precedent should now become more operative in English education than at any earlier time. And it was in respect of the desired enlargement of training college accommodation that Scottish influence at this stage became decisive in our policy. The debate in the Birmingham School Board in 1882 had pointed to the day training college as the means of providing increased facilities for the training of teachers. The old Universities, now definitely free from tests, and the new University Colleges, which had sprung up in quick succession in many of the great cities and all of which offered facilities for the education of women, were available as centres at which to place the new type of training college. But it is unlikely that the bold step of connecting the Universities with the training of teachers for elementary schools would have been taken in England so promptly and vigorously had it not been that the example of Scotland furnished an encouraging precedent for such a course. In order to explain, however, the influence which Scottish precedent thus had upon English educational policy, a short account must be given here of the history of the training of teachers in Scotland.

It had been the pride of the best of the parish schools in Scotland that a considerable number of their scholars went to the Universities, and that, as a result, a great number of the teachers in those schools had an academic qualification. In England also there had originally been this close connection between the Universities and the Grammar Schools, part of the work of which was to give elementary education. But through the absence of municipal or other form of direct public control over the

English Grammar Schools, the latter had, in the great majority of cases, become sectional in their clientèle, their tendency towards exclusiveness having been strengthened by the denominational restrictions at the Universities and by a narrow interpretation of their statutes when the founder's will had emphasised the teaching of the classics. The ancient connection between the Universities and popular education, thus almost, though not entirely, broken in England, had been maintained, however imperfectly, in Scotland. But three things prevented the Scottish Universities from meeting the greatly increased demand for teachers which sprang up in the early years of the nineteenth century and which led, in 1833, to the assignment of a Parliamentary grant for the building of schools for the poor. The Scottish Universities did not at that time admit women, and trained women teachers were necessary if the educational destitution of the great cities was to be effectively grappled with. Further, the Universities furnished no special courses of preparation for the teaching profession. And thirdly, even if the question had been raised, it would have been held remote from the functions of a University to provide special training for teachers in the schools for infants and young children, the need of which was recognised as urgent, especially in the slum districts of the large towns. For these reasons, during the earlier part of the nineteenth century, the training of teachers became the business of a number of normal colleges, established independently of the Universities upon the model adopted in England also. At the same time the Scottish Universities did not cease to send out teachers to many of those parochial and burgh schools which represented the older and more characteristically Scottish educational tradition. There were thus in Scotland two separate sources of supply for teachers in the schools which provided elementary education. The Committee of Council, then common to Scotland and England, confined its grants and attention to the normal schools of the new type, though as early

as 1830 Parliament had made an independent grant to two of the Scottish Universities for the extension of their buildings. At first the growth of these new State-aided normal colleges, the services of which were needed for the supply of teachers to districts insufficiently provided with schools, attracted little attention from the Scottish Universities. A grant was made in 1839 by the Committee of Council to the Glasgow Educational Society which had been established in 1826 by David Stow and others and which, in providing teachers for infant departments, had been much influenced by Wilderspin's methods and suggestions. In 1841 the Committee of Council granted £10,000 to the General Assembly of the Church of Scotland for the establishment of two normal schools, one in Edinburgh and one in Glasgow, together with £1,000 a year towards their annual maintenance. The Glasgow Educational Society transferred their building in Glasgow to the General Assembly under this arrangement. Thus, in Scotland, as in England, the great religious denominations entered into close co-operation with the State in the work of training teachers for the public elementary schools which were aided out of Parliamentary grant. But from the first there were some far-sighted men who desired that the ancient connection between the Scottish Universities and the elementary schools should be closely maintained by the establishment of training departments in connection with the Universities themselves. Professor Pillans, in 1828, had suggested the appointment of a professorship of Education at one of the Scottish Universities. This recommendation was renewed in 1840 by Mr. Robert Cunningham who had studied the normal school system in Prussia, France, Switzerland and the United States and, on his return, became the rector of Stow's normal school in Glasgow. In 1862 an anonymous writer in the *Museum*, a quarterly magazine of educational literature and science published in Edinburgh, argued that it had been a mistake not to use the Universities in Scotland for the training of teachers

instead of setting up special normal colleges. The normal college, he contended, was necessary in England but not in Scotland. In England the Universities stood apart from and above the poorer classes of the population and it was accordingly necessary to provide some special course of instruction and training for teachers and to devise means for bringing it within their reach. In Scotland, however, the case was different. There were four Universities where, for from £25 to £30 per annum, a man could enjoy the highest education which the country then afforded. His preliminary education could be obtained without difficulty and "so widespread was the ambition for intellectual distinction among the youth of the country, with a view either to the Church or the School, that even a peasant did not grudge the time spent by his son in the acquisition of learning, if the latter could manage to earn enough, in one way or another, to defray the cost of schooling and of books." The writer concluded therefore that in a country "where a connection and reciprocity already existed between the University and the primary school . . . it would have been a wise course to have contented ourselves with extending and improving a system into which the country had instinctively fallen as that best suited to its wants and habits." He recommended that teachers' bursaries should be established at each University and that the special or professional training should be provided by founding Chairs of the Principles and Practice of Teaching and connecting with them model or practising schools outside the University walls. During two full University sessions the student would give his attention to classics, mathematics and the English language and literature (his familiarity with the ordinary subjects of instruction in an elementary school being secured by the bursary entrance examination), and would devote the summer session of each year to attendance at the University lectures on education and to a study of organisation and methods in the model school. The men teachers would, according to this plan, be

trained at the Universities, and the normal schools would be retained, in such numbers as might be found necessary, for the training of the women teachers.*

Scottish opinion quickly ripened in favour of assigning to the Universities a leading part in the training of teachers. It was fortunate that some of the chief Normal Schools in Scotland were placed in Edinburgh and Glasgow where attendance at University classes could be easily combined with the ordinary course of instruction in the Training College itself. In 1862 the Education Committee of the Free Church announced that students at its Normal School in Edinburgh "who during their two years' training had given proof of distinguished ability in classics or mathematics, combined with superior teaching power, might be encouraged to continue their studies in those subjects at the University with a view to still further preparing themselves for their duties as teachers."† An important witness before the Argyll Commission in 1864, Mr. John Gordon, then one of the Government Inspectors of Schools, but from 1825-44 Secretary of the Education Scheme of the Church of Scotland, stated that "University attendance by teachers was greatly to be encouraged" and suggested for consideration "whether a session or two at the University might not be required of the candidates for some schools, *e.g.*, the parochial." But he pointed out that the Universities were not available for all men students or for any women, and that they did not give so effectively as the normal schools "the sort of knowledge required for elementary teaching." The evidence led the Commissioners to recommend, where possible, a combination of University courses with normal school training. On this subject they quoted with approval the following passage from Mr. Kerr's report to the Committee of Council in 1865, "The leading difference between the parish teachers of the old school

* *The Museum*, July, 1862, article, "Training Schools in Scotland," pp. 199-202.

† Argyll Commission, First Report, 1864, page 128.

and teachers trained at normal schools is this: the former know much more and have more general culture, but cannot teach so well, having paid little or no attention to the art of teaching; the latter know much less but can teach better what they know. The few instances we have of the combination of University with Normal School training, that is of general culture with training to teach, furnish a strong argument in favour of the combination being made as general as possible." *

In 1873 the Scotch Education Department, which had been established under the Education (Scotland) Act 1872, recognised the Universities as one source of the supply of certificated teachers for elementary schools. Section 47 of the Code declared that graduates in Arts or Science of any University in the United Kingdom, who should satisfy an inspector of their practical skill as teachers, were admissible to be examined for certificates. Section 102 (b) permitted Queen's Scholars, with the consent of the authorities of their training college, to attend, during the winter session of each year of their instruction in the training college, one or two (but not more) of the classes in a Scotch University, prescribed for graduation in Arts or Science. Such students, if attending two University classes during the session, were allowed to reckon two hours of attendance per diem at the training college as equivalent to regular attendance. Thus it was in Scotland that the British Government first formally approved attendance at University courses as part of the professional training of teachers for State-aided schools.

Three years later the trustees of Dr. Andrew Bell, who, at his death in 1832, had bequeathed his large fortune for educational purposes, decided to devote part of the funds which were in their keeping to the establishment of Chairs of Education at the Universities of Edinburgh and St. Andrews. These new professorships were to be called the Bell Chairs of the Theory, History

* Argyll Commission, Second Report, 1867, page cxlvii.

and Art of Education. The first Bell professor at Edinburgh was Mr. S. S. Laurie, who had for many years urged that the Universities should take a more active part in furthering the scientific study of education and that the most promising candidates among those preparing themselves for the teaching profession should be encouraged by the Government to undertake their professional training at a University.*

English opinion, however, was much less ripe than that in Scotland for such a development of the training of teachers. This is shown by the reception given in 1858 to a suggestion made by Mr. J. D. Morell, H.M. Inspector of Schools, that the trustees of the Owens College should offer courses of training for those intending to become teachers in public elementary schools. Mr. Morell's plan was that the Owens College Trust should provide a building with lecture rooms and also establish a residential hostel or hostels for students wishing to undergo a training for the purpose of becoming teachers. He thought that Owens College might do for the North what the Borough Road Training College had done in London, but he further suggested that the Bishop of Manchester should be approached with a view to his encouraging the National Society to approve the attendance of Church of England teachers at the proposed new classes. The idea was that the students, besides attending professional courses at the training college, should read for London University degrees. This was the first considered proposal for the establishment of a University training college for teachers in England. It showed great foresight on the part of Mr. Morell as to the service which the Owens College was destined to render to English education. The fact that from 1853 onwards the College had provided, at the request of schoolmasters in National and

* S. S. Laurie, "Inaugural Address delivered on the Occasion of the Founding of the Chair of the Institutes and History of Education in the University of Edinburgh," 1876, pages 5-6; and "Essay on the Educational Wants of Scotland," 1881-2, published in *The Training of Teachers* (London, 1882), pages 229 ff.



At the close of the year Principal Greenwood went to London to talk over the subject with Mr. Morell and with Mr. Lingen (afterwards Lord Lingen), the Secretary of the Education Department. The Department urged that, if the scheme were taken up, the management of Owens College and of the new training college must be kept wholly distinct; that the lectures given by the professors of the College to the pupils of the training school would have to be delivered in special classes; that the lectures might be given either at Owens College or in the training college; but that it would be desirable to move the former (which was then carried on in a large private house, formerly inhabited by Richard Cobden, in Quay Street) to another site more suitable to the needs of training college students. Government grants would have been available towards meeting the expense of teaching and the College was assured that the Government inspection would not lead to any interference with the methods of instruction. It was reported, however, that with regard to two subjects the character of the regulations imposed by the Privy Council was such that the necessary discretion and independence of the teachers in those subjects would be injuriously shackled. The Minutes of the Committee of Council on Education throw no light upon this mysterious reference. The Minute relating to the subject ran as follows :

"To promote in training colleges a thorough study of the subjects proper to elementary instruction, their Lordships grant £100 annually to such resident lecturers as shall receive, independently of those augmentations, salaries of not less than £150 annually, provided that each lecturer in respect to whom such an augmentation of salary is granted afford evidence satisfactory to their Lordships of his attainments in one, or at the most two, of the branches of knowledge enumerated below, and of skill in adapting them to the purposes of elementary instruction :—

1. History.
2. English literature.
3. Geography.
4. Physical science.
5. Applied mathematics.

In judging of the claims of candidates for such augmentations, their Lordships seek the advice of persons eminent for their attainments in these several branches of knowledge. Their Lordships do not grant more than one such augmentation of salary in any training school when the number of students in residence does not exceed 30, nor more than two where the number does not exceed 60, nor more than three such augmentations in any case."

On the face of it, this Minute does not seem to warrant any fear of Governmental interference with the independence of the professors. But evidently there was some cause for alarm as the professors unanimously passed the following resolution: "That the professors of Owens College, having had under their consideration the question referred to them by the trustees on the expediency of proposed co-operation between the Owens College and a training school to be founded in Manchester, are of opinion that, owing to the nature of the regulations imposed by the Privy Council in respect of certain of the subjects to be taught, they cannot, consistently with their views on the true principles of education, recommend that the proposed connection be entered into." The professors however added the suggestion that "to prove the readiness of the College to aid in promoting to the utmost of its power the educational interests of this district, an offer might be made to hold special classes for training-school pupils (should a sufficient number of pupils come forward) in those subjects in which the above objection does not apply." The trustees, when they received through the Principal this resolution of the professors, decided that it was not at present expedient "to take any initiatory steps towards a connection with the Government training schools."* The classes for schoolmasters continued, though the numbers attending them fell off seriously in the session 1858-9 owing to a change in the regulations of the University of London by which membership of an affiliated college was made no longer a necessary

* Thompson, *The Owens College*, pp. 208-9.

qualification for a degree in Arts. In 1865 the Cobden Memorial Committee gave a sum of about £1,500 towards the endowment of a Chair of Political Economy in Owens College, on condition that the Professor delivered each session a course of weekly evening lectures to which any of the public primary school teachers engaged within the boroughs of Manchester and Salford should have free admission. Five years later, in June, 1870, Mr. Samuel Fielden of Todmorden contributed a considerable sum towards the salary of an assistant lecturer in Mathematics, one of the conditions being that the lecturer should deliver every session a course to a class of pupil teachers or certificated masters.† Thus, throughout the early years of its history, the importance of offering educational opportunities to teachers engaged in elementary school work or preparing themselves for it was recognised both by benefactors to the College and by the professors on its staff. The friends of Owens College had realised from the first that it might do for its district what the Scottish Universities had accomplished for the cities in which they were placed. The Scottish precedent therefore of establishing a close connection between the University and the primary and secondary school teachers of the neighbourhood was naturally followed in Manchester, and prepared the way for the establishment (once again on Scottish lines) of a day training college at a later date. In thus offering University classes to schoolmasters the trustees and professors of Owens College were acting in sympathy with the views of Matthew Arnold who, in his general report for the year 1863, warmly approved plans which made University examinations and degrees accessible in England, as in Scotland, to the teachers in elementary schools.*

It was, however, during the deliberations of the Royal Commission appointed in 1886, under the chairmanship

† *Ibid.*, pp. 288 and 305.

* Matthew Arnold, *Reports on Elementary Schools* (London, 1889), pp. 107-8.

of Lord Cross (then Sir R. A. Cross), to inquire into the working of the Elementary Education Acts in England and Wales, that the establishment of day training colleges in connection with the English Universities and University Colleges was first definitely formulated. In the Long Vacation of 1886, Jowett, whose Vice-Chancellorship at Oxford had just come to an end, travelled on the Continent with Mr. E. Lyulph Stanley (now Lord Sheffield) a member of the Royal Commission, and had much discussion with him on educational matters. "Whether primary education should or should not be free—what could be done towards teaching the teachers—the best arrangements for secondary education—the relations of Board Schools and Voluntary Schools—these were open questions then, as indeed most of them still are. . . . Jowett was most anxious that teachers in primary schools should be brought up to the Universities: in fact arrangements had been made for a number of elementary schoolmasters to stay in Balliol for three weeks of this Long Vacation."* This passage proves that a closer connection between the Universities and the training of teachers was then in the thoughts of some of the most influential leaders of English education. And the evidence given before the Royal Commission shows how the idea of University day training colleges matured during the course of this long and important inquiry.

Mr. McCarthy recalled to the Commissioners a second memorial which the Birmingham School Board had unanimously adopted in 1885, and had submitted to the Education Department, in favour of the establishment of non-residential training colleges in England like those permitted by the Scotch Code. He also submitted a carefully considered scheme for ten or twelve day training colleges, each to accommodate about 250 students, in large centres of population. The suggested centres were London (2), Bristol, Cardiff or Swansea, Birming-

* Abbott and Campbell, *Life and Letters of Benjamin Jowett* (London, 1897). Vol. II, pp. 258-9.

ham, Nottingham, Manchester, Sheffield, Leeds, and Newcastle-upon-Tyne. Liverpool was omitted as having recently opened an undenominational residential training college. He proposed that these colleges should be under the management of the local School Board and be supported wholly by the State. They were to be open to students of both sexes of 16 years and upwards. Maintenance bursaries were to be awarded on the result of the admission examination, which would be confined to the ordinary subjects taught in the secondary and higher grade primary schools in the district. Each student would spend two years as a full-time student at the training college, one year as a half-time student in college and a half-time teacher in an approved neighbouring school, and two years as a probationary teacher. The School Board would have power to organise one or more of the public elementary schools in the neighbourhood of the College as practising or model schools. The School Board would further have power to co-opt on the Management Committee of the College any of the trustees or professors of the local University or University College, to which also the training college might be affiliated. Attendance by selected students at courses or classes at the local University College was to be reckoned (as in Scotland) as equivalent to attendance at training college courses.*

As the Commission proceeded with its work, it was evident that experienced opinion was converging upon the plan of University day training colleges to be organised somewhat on the Scottish model. The Education Reform League had waited upon the Vice-President of the Council, urging that the Code should be so altered as to allow Universities and University Colleges to receive grants for the training of teachers.† The Teachers' University Association had been founded, under the presidency of the Rev. S. A. Barnett, to help teachers to go to Oxford and Cambridge for short courses

* Lord Cross's Commission, Vol. II, 1887, pp. 653-684.

† *Ibid.*, evidence of E. B. Sargent, 54,703.

of study in literature, classics, mathematics and science. § Dr. Thomas Morrison, the Rector of the Free Church Normal Training College, Glasgow, had given detailed evidence as to the working of the day training colleges in Scotland and, with the weight of long experience, recommended the system as beneficial to the students and as affording a wise combination of professional training and of University influences.* Professor Henry Jones, then at Bangor, recommending the combination of training college and University instruction upon the Scottish model, advised its extension to Wales.†

Dr. (now Sir N.) Bodington, Principal of the Yorkshire College, Leeds, submitted an elaborate scheme for the establishment of a University day training college. He had been to Edinburgh and Glasgow with the express purpose of discussing the matter with persons familiar with the day training colleges there and had found that their opinion was distinctly favourable to the plan. He had been in communication with the Leeds School Board and the Voluntary School managers of Leeds and could state that both were in favour of his proposal. The religious bodies of the city would co-operate in looking after the religious instruction of the students at the day training college. He recommended the scheme on six grounds. It would be economical in making use of existing buildings and of a considerable part of the University College staff; it would attract into the teaching profession a superior type of candidate; it would be especially convenient for women students living in the neighbourhood of the College; the students of the day training college would have the advantage of associating with students who were preparing themselves for other callings; the College had special facilities for giving instruction in the experimental sciences; finally, the adoption of the plan would increase the number of University students. The College would appoint a

§ Lord Cross's Commission, 54,560.

* *Ibid.*, Vol. II, 38,396 ff.

† *Ibid.*, Vol. III, 50,783 ff.

Master of Method and would utilize some of the schools within easy reach as practising schools. He proposed that Government certificates should be given upon a College examination so far as the non-professional subjects were concerned and upon a Government examination in the professional subjects. As soon as the Yorkshire College was admitted to the Victoria University, a University examination would take the place of the College examination.*

The question was thus narrowing itself down to the point whether the proposed day training colleges should be organised by School Boards (the latter being given power to co-operate with the local University College), or whether the University or University College should itself be made responsible for the organisation of the day training department, the students having access to public elementary schools in the neighbourhood for purposes of practice. Official influence showed itself decisively in favour of the second plan. This followed the line of least resistance. Awkward questions as to the extension of the power of the School Boards would not be raised. The denominational difficulty, if not actually evaded, would be raised in a form less likely to provoke controversy.

Mr. (afterwards Sir) Joshua Fitch, Inspector of Training Colleges for Women, thought that the Scotch System, with certain modifications, might be judiciously adopted in England.† Mr. (afterwards Sir) H. E. Oakeley, Inspector of Training Colleges for Men, agreed with his colleague in thinking that the establishment of University day training colleges in England would meet a pressing need, while leaving untouched the residential training colleges which provided the more intimate influences of a closer corporate life and furnished for some students a more suitable course of training. Mr. Oakeley informed the Commissioners that he had received a letter from the Vice-Chancellor of the Victoria University

* Lord Cross's Commission, Vol. III, 54,101 ff.

† *Ibid.*, Vol. III, 56,739.

(Dr. Greenwood), stating that the Owens College would endeavour to take up the scheme of day training colleges and to work it, and that the Victoria University (then consisting of Owens College and University College, Liverpool, but likely to include the Yorkshire College, Leeds, at a later stage) was prepared to co-operate and would be glad to see men and women who were training for the teaching profession avail themselves of the examinations for the Victoria University degrees.† The Rev. T. W. Sharpe, Chief Inspector of Schools, while preferring the residential system of training colleges, thought that Owens College, the Yorkshire College, Leeds, and Mason College, Birmingham, might be utilised in the training of teachers.*

But the evidence which showed most clearly the trend of official opinion was that of Mr. Patrick Cumin, then Secretary of the Education Department. He advised the establishment of day training colleges under the direction of the local University Colleges and especially mentioned Manchester, Birmingham, Bangor and Cardiff as suitable centres for the experiment. A committee would be established in connection with the University College for the purpose of dealing with the department. This committee would settle the lectures to which the students would go and would be responsible for the places where they lived. "I do not propose," said Mr. Cumin, "to interfere in the slightest degree with the existing training colleges. They are to remain as they are. One of the objects is to make the position of the denominational colleges more secure by opening a new entrance for teachers as to which the question of denomination would not arise. I would have as little to do with religious views as there is at a Scotch University, where nobody asks you any questions and you merely go and attend the lectures." Mr. Cumin thought that the course should be three years. He believed that the superior education thus offered would attract more candi-

† Lord Cross's Commission, Vol. III, 59, 169.

* *Ibid.*, Vol. I, 4,366.



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dates to the teaching profession and that the position of the teachers would be improved as well as their real merit and teaching power. Mr. Cumin was prepared to see day training colleges established not only in towns where there was actually a University College but where there was a suitable provision for higher education of the University type. He pointed out that the day training colleges would be available both for men and women, but he himself preferred separate colleges for the two sexes. The minimum age of admission to the Colleges should be 18.* This evidence showed the line which the permanent officials at the Education Department thought it advisable to take. They threw the weight of their advice on the side of Dr. Bodington's scheme and against the plan of School Board training colleges suggested by Mr. McCarthy.

In their Final Report, which was published in 1888, the Royal Commissioners, greatly divided on many points of educational policy, were unanimous in recommending that day training colleges should be established in connection with the local University Colleges. The majority of the Commissioners threw their findings on this subject into the following form :—

"While unanimously recommending that the experiment of a system of day training for teachers, and of day training colleges, should be tried on a limited scale, we would strongly express our opinion that the existing system of residential colleges is the best; and this recommendation is made chiefly with the view of meeting the cases of those teachers for whom, for various reasons, residence at a training college cannot at present be provided.

"Existing training colleges should be permitted to receive day students on terms, in regard to instruction in religious subjects, similar to those of the Endowed Schools Act of 1869, section 16." (i.e., a conscience clause exempting pupils in boarding houses from attending religious worship or religious instruction.)

"Considering the large need which exists for more ample or more generally available opportunities of training, and the importance of giving every facility for training to those who now obtain certificates without it, an experiment should be made of training non-residential students in connection with local University Colleges, subject to the

* Lord Cross's Commission, Vol. III, 58,934 ff.

condition that only a limited number of students should receive Government assistance towards their training. Such a number of students should be aided by the department as are found practically necessary to complete the supply of trained teachers who should be largely substituted for the present mass of untrained and uncertificated teachers.

"Without defining too minutely how the new day training colleges should be administered, (we think that) their government should be both educational and of a locally representative character.

. . . . "No portion of the cost of establishing or maintaining new day training colleges should fall upon the rates.

"The following points will require the serious attention of Parliament: (1) The question of security for the religious and moral instruction of those who are to be trained as teachers; (2) the constitution of a governing body at each centre, corresponding to the managing committee of a training college, which at some pecuniary risk will be responsible for the professional, as distinguished from the general, education of the students, and will provide model and practising schools under its own direct control and supervision; (3) the adjustment of the financial relations of the governing body with the Department, more especially in regard to the security to be given to the State that the students, after being trained at the public cost, will devote themselves to the work of elementary teachers; (4) the means of securing that the supply of trained day students shall not exceed the probable demands of the country."*

The minority of the Commission, in a separate report, "while regretting the limitations which restrict the force of their colleagues' recommendations, were glad to agree with them in desiring the extension of training generally by the association of day students

* Final Report of the Cross Commission, 1888, pp. 211-212. This report was signed by the Chairman and 14 out of 22 other Commissioners. The detailed discussion of the day training college system will be found on pages 98-102 of the Majority Report. One of the Majority, Sir F. R. Sandford, formerly Secretary of the Education Department, expressed himself as uncertain as to the ability of the new University Colleges to supply the training required, and therefore confined his approval to "an experiment on a limited scale of a system of non-residential training, in connection with institutions for higher education, whose authorities satisfy the Department that suitable arrangements can be made for the professional as well as the general instruction of those who are preparing for future employment as teachers" (Final Report, p. 229).

with places of higher general education, and in the recommendation of a conscience clause for day students who might be admitted to the existing training colleges." †

Thus, in the summer of 1888, it was already clear that the establishment of University day training colleges was only a question of time. Meanwhile the assignment of a Parliamentary grant to the University Colleges of Cardiff, Bangor and Aberystwyth in 1883-4 had accustomed the mind of the country to a closer co-operation between the Government and the Universities. In Scotland, Government grants for University extension had not been infrequent. In England, the precedents were less distinct, and the great wealth of Oxford and Cambridge had prevented the question of Government grants to University work from becoming an urgent question of public policy. But so far back as 1868 an influential deputation from Lancashire had waited on the Government (Mr. Disraeli being then Chancellor of the Exchequer) to press upon them the claims of Owens College for a Government grant of £100,000, in aid of the College extension scheme, a similar grant which had recently been made to the University of Glasgow being taken as a precedent. The Duke of Devonshire's Commission on Scientific Instruction had recommended in 1874 a Government grant to the London University Colleges and to Owens College, though nothing came of this recommendation. But the grants to the Welsh Colleges in 1883-4, combined with what had been done for Scotland, pointed towards similar developments of Government policy in England. And in 1889 the House of Commons voted the first Treasury grant in aid of the new University Colleges. After this great change, the idea of the Universities and University Colleges administering Parliamentary grants for the training of teachers met with little opposition.

In May, 1890 (Mr., afterwards Sir, George Kekewich having been appointed in the previous February Secre-

† Final Report, page 238.

tary to the Education Department in succession to the late Mr. Cumin), the Department issued regulations for the recognition of day training colleges. The definition of a training college was altered. In the Code of 1889 a training college had been defined as "an institution for boarding, lodging and instructing students who are preparing to become certificated teachers in elementary schools." By the Code of 1890 training colleges were divided into two groups, residential and day. The residential college was allowed to receive day as well as boarding students; the day training college was required to be "attached to some University or College of University rank." These were the words which determined the position of the day training colleges for the next fourteen years. The Code of 1890 further provided that "the authorities of a day training college must be a local committee who will be responsible for the discipline and moral supervision of the students and for their regular attendance at professorial or other lectures." In 1889 the training colleges (all residential) recognised by the Department had numbered 44, 18 being for men and 26 for women. All but five of the former and all but nine of the latter were in connection with the Church of England. In the year 1890, seven University Colleges made successful application for the establishment of day training departments, viz., King's College, London; Owens College, Manchester; Durham College of Science, Newcastle-upon-Tyne; Firth College, Sheffield; Mason College, Birmingham; University College, Nottingham; University College, Cardiff. An application had also been received from University College, Bristol, but in view of the want of suitable accommodation in the College buildings and of the fact that extensive additions were then in progress, the Council of the College was advised to postpone its formal application till the following year. The day training departments at King's College and Owens College proposed to receive men only; Mason College, Birmingham, proposed to receive women only; the plan at Nottingham,

Cardiff, Durham and apparently at Sheffield was for a mixed College. The day training department at Firth College, Sheffield, however, did not actually start its work in 1890 as none of the students who had made application for entrance passed the Queen's Scholarship examination. Mr. Oakeley, in reporting upon the day training department at Owens College wrote: "The Committee is the strong College Council. Each student is to pay an annual fee of £8; strict rules are laid down as to their lodgings They began work with 25 students in October, 1890. The students were very weak indeed in Latin, a difficulty which was met by a tutorial class being held four times a week, and at the end of the year they were attending the ordinary College course. Seventeen have entered for the Victoria preliminary examination, intending, if possible, to proceed to the Arts or Science degree. The Manchester School Board has placed some of their best schools at the disposal of the College as practising schools, and I am informed by the Master of Method that the students have been punctual and have worked well." *

One effect of the new Day Training College regulations was to secure greater freedom in the course of study in the residential colleges also. But there was at first a little friction in the working of the new arrangements. The original circular of May 1890, while requiring all day training college students to pass the

* Report of Committee of Council on Education, 1890-1, page 420.

In this general history of the movement for the establishment of University Day Training Colleges it would be inappropriate to mention, in the case of our College but not of all, the names of those who rendered special service during the early and critical years. But those who are acquainted with the work of the Manchester University Day Training College will bear in remembrance the part played in the building up of the institution by Dr. Ward, Mr. E. J. Broadfield, Professors Dixon, Tout and Alexander, the late Professors Wilkins and Adamson, the late Principal Greenwood, Mr. W. T. Goode (the first Master of Method), Miss C. Dodd, and the late Professor H. L. Withers, who was the first occupant of the Chair of Education from 1899 till his death in 1902.

examination prescribed in the Department's syllabus for reading, recitation, teaching and school management, announced that Whitehall would accept in other subjects the results of the College examination, provided that the course of instruction corresponded with the Government syllabus in extent and difficulty, and that the questions and worked papers were sent to the Department, with the marks awarded, in order that there might be an adjustment to the same standard as that adopted for the classification of students at the other colleges. This gave freedom to the Day Training Colleges,—necessary freedom, as it was clear that "the Department could not enforce on all the University Colleges exactly the same books in language, or the same period in history, etc., year by year."* But this concession put the residential colleges at a disadvantage. In many of those colleges there were students reading for University degrees at London. But these students, bound as members of a residential college to the Government syllabus in all subjects, had to prepare for two examinations at the same time. In order to redress this grievance, new regulations were issued towards the close of 1890, in a form which applied to day and residential colleges alike. Each year's course was divided into two parts. The first part comprised the technical subjects which all students had to take. The second part covered the rest of the ordinary syllabus, and it was provided that any student who passed in any British University any examination approved by the Department would not be required to present himself for examination in those portions of Part 2 of the syllabus which were included in the University examination.†

In June 1891 a restriction was imposed upon some of the Day Training Colleges. It was found that in some of those Colleges which were not in direct connexion with a University, there was no provision for an external

* Report of Committee of Council on Education, 1890-1, p. 421.

† *Ibid.*, p. 421.

examiner, or for a board of examiners or for an interchange of examining authorities between several colleges. "In one or two instances," the official circular added with horror, "it has been proposed that the professor of each subject should set a paper of questions on his own course of lectures, and adjudge the marks, subject only to the conditions that the Department should approve beforehand of the scheme of instruction, and should receive and revise the worked papers after the examination."* After all, there was nothing very terrible or irregular in such a proposal. But the Department was shocked at the idea of such an arrangement on the ground that it did not "afford sufficient guarantee for the equity and uniformity of the tests applied to the students' work." Accordingly, while all *University* examinations were to be accepted "without further question," the *college* examinations in a Day Training College which were not conducted under University auspices were put on a much less privileged footing. "My Lords propose, at the certificate examination in June, to set in addition to the papers set by the College authorities, a General Paper containing questions on those subjects which are obligatory on all candidates for certificates, viz., English, geography, history and arithmetic. The examination will be taken by all the normal students in day training colleges who do not pass one of the university examinations accepted by the Department as equivalent to Part II. of the syllabus." From the tone of this new regulation it may perhaps be inferred that some of the officials in the Department had taken alarm at the bold and rapid changes made during the preceding twelve months. The privileges of the new Day Training Colleges were narrowly watched by many who, though not unfriendly to their growth, were nevertheless primarily interested in the claims of the residential colleges of the older type. But the new regulation had an effect not realised at the time. It was a factor in the growth of opinion in favour of securing an indepen-

* E.D. Circular, 303, June 18, 1891.

dent University position for those University Colleges like Mason College, Birmingham, which were hampered by the incompleteness of their academic organization.

The list of Day Training Colleges published in February 1892, included ten institutions. Five of these were for men only: one for women only; and four were for both sexes. The total number of Day Training College students was 397. Of these 216 were men, and 181 women. The number of students in their second year was 164, and of those in their first year 233. The largest of the ten colleges at that time was Birmingham with 79 women students. The second largest was Cardiff (36 men, 35 women). Manchester, with 50 men students, was fourth on the list. Later in the same year, 1891-2, the number of Day Training Colleges had risen to 13, and the Manchester College had been recognised for women students as well as for men. Five colleges out of the thirteen (Cambridge, Leeds, Liverpool, King's College, London, and University College, London) were for men only; two (Birmingham and Bristol) for women only; and six (Aberystwyth, Cardiff, Manchester, Newcastle-upon-Tyne, Nottingham and Sheffield) for men and women. The inspectors' report for the year stated that "the experiment promised to be very successful." The work done by the students was commended and gratification expressed at their holding their own with the other University students in academic subjects.* Sir Joshua Fitch wrote: "The co-operation of the authorities of the University Colleges with your Lordships in the work of training teachers is a new fact in our educational history and one fraught with important consequences not only to popular education but even to the provincial colleges themselves. It offers to the professorial staff in each college new opportunities of influence and public usefulness; and it strengthens that side of their collegiate work—that of general literature and arts as distinct from physical science—for which there is least local demand. Moreover it brings some of

* Report of Committee of Council on Education, 1891-2, pp. 441 ff.



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the future primary teachers into a stimulating and intellectual atmosphere . . . So far as the working of the new experiment has extended, it justifies the strongest hopes of its complete success and promises to recruit the teaching profession with a very valuable contingent."

"Among the incidental advantages," Sir Joshua continued, "which arise from the establishment of Colleges of the new type, one has become very visible to me during the year. Their existence has undoubtedly stimulated the older (residential) institutions and exercised a beneficial influence upon their aims and methods. These institutions have in fact little or no reason to dread the competition of their younger rivals. They possess advantages of a social and domestic and religious character which, especially in the case of female students, will always secure for them the preference of many of the best of the candidates for the teachers' profession. But some of them need freshening and invigorating on the purely educational side of their work, and the example of their enterprising competitors will not be without useful results in this respect. Year by year the vacant places on the teaching staff of the (residential) colleges are being filled by persons of higher qualifications. Lecturers and governesses who have had at Cambridge or otherwise some university training are now frequently to be found not only in the large and more ambitious colleges but also in the smaller diocesan institutions."*

This reciprocal influence of the day and residential colleges was one of the advantages of the new system which recognised both alike. The residential colleges were impelled to raise the intellectual standard of their work: the day training colleges were reminded of the value of hostels and halls of residence in developing corporate life.

In 1892-3 the number of students at the 14 Day Training Colleges had risen to 564. In the 44 residential training colleges the number of students was 3,363, exclusive of 60 day students attending under the

* Report of the Committee of Council on Education, 1891-2, p. 475.

regulation introduced in 1890. The reports of the inspectors continued to be "highly satisfactory." "The Day Training Colleges adapt themselves very readily to the varied aptitudes of different students." Sir E. Oakeley, pointing out the value of a University education for the primary school teacher, quoted Vinet's words "*L'instituteur a besoin d'une instruction supérieure pour s'élever à la simplicité.*" Sir Joshua Fitch said that he looked forward "in the strong hope to a further development, in the near future, of the usefulness of the Day Training College. The need for some form of professional preparation for the teachers in secondary schools is likely to be more and more strongly felt every year . . . What the young student who is destined to become a teacher in a higher school wants is a special course of pedagogic instruction and practice as a technical supplement to his general studies, analogous to that which would be needed if he contemplated law or medicine as his career. And this special preparation will probably be best found not in an institution composed exclusively of persons whose whole studies are directed by a syllabus and with a view to a professional examination, but in a separate normal department of a good general college where for six or twelve months he may devote himself mainly to a study of the principles and methods of education and to systematic practice under due supervision and criticism in one or more good schools. Now this is precisely the want which the institutions now newly recognised as day training colleges have it in their power to supply." *

In 1893-4 the number of day training colleges had risen to 15 (Bangor and Oxford having been added during the preceding two years), while the number of students (in 14 of the colleges) remained at 564. Out of 283 men attending the day training colleges, 108 were successful in university examinations. "It has occa-

* Report of the Committee of Council on Education, 1892-3, pp. xiii, 120 and 158-9.

sionally been suggested," wrote Sir E. Oakeley, "that by encouraging students to take a University course, we might lead them to think *that* all in all and to neglect (more or less) the important technical subjects—teaching and school management. I fully agree that this very dangerous possibility must be very closely borne in mind and that any disposition to regard the main work of their lives as subsidiary must be checked. But I am glad to say that I have found as a rule that the University students have also done well in school management and teaching and in history and geography." * In the same report, Sir Joshua Fitch, who was on the eve of retirement, surveyed the work of the teaching colleges in the light of his experience as an inspector. He noted "a manifest improvement in the teaching staff of the residential colleges," the liberalising of the course of study, the wider range of optional subjects recognised by the Department, the increasing number of students reading for a university degree, and "the growing feeling in favour of connecting, wherever possible, the work of the residential colleges with that of any neighbouring institution of higher academic rank." It is clear from these observations how stimulating had been the influence of the day training colleges since their establishment. But Sir Joshua added a warning word. "The danger of putting too great reliance on *lectures* as instruments of teaching needs more than ever to be guarded against since the establishment of normal departments in provincial colleges of university rank. For, at these institutions, the professorial system is in full action and in them personal appeals to the students to reproduce their knowledge orally, or in some other way than by the preparation of notebooks, are even less common than in the residential colleges. In both classes of college alike it needs to be better understood that it is by the judicious combination of the professorial and the tutorial system rather than by exclusive reliance

* Report of Committee of Council on Education, 1893-4, p. 119.

on either that the desired results are to be attained." *

In the report for 1894-5, Sir E. Oakeley recorded the liberality of the Drapers' Company in granting six scholarships of £25 a year tenable by Queen's scholars at Oxford and Cambridge. "The students have done surprisingly well, although most of them knew little or no Greek when they went up." He also drew the attention of the Day Training College authorities to the importance of doing more "to promote a friendly intercourse between the new class of students and their ordinary pupils. If a professor is content to deliver his lectures week by week without knowing anything about the individual members of his class; if no one in authority takes notice of the day students by asking them to his house . . . or by introducing them to their fellow students, the day students lose much, very much, of the advantages anticipated. At some University colleges this kindly interest has been shown: at others it has been almost entirely absent." †

In the following year (1895-6) there appeared for the first time in the published reports of the Inspectors of Training Colleges a plea for the establishment of a new type of college under the management of local authorities. The Technical Instruction Committees of the County and County Borough Councils had proved the value of their work in higher education. The idea of a County or municipal authority for all grades of education was beginning to take shape. It was natural therefore that proposals should once more be made for the extension of the training college system by means of rate-aid from local authorities. This was the suggestion made by Mr. Scott Coward as inspector of training colleges. "The residential colleges are full," he wrote, "and so are the day training colleges"—though to the second half of this statement exception might justly have been taken. "What is needed in my opinion is

* Report of Committee of Council on Education, 1893-4.

† *Ibid.*, 1894-5, p. 136.

(1) a much wider distribution of normal colleges and (2) the establishment of a class of college with the main object of providing, besides a good training, one specially adapted to the circumstances of the rural population . . . As to the financial difficulty, I see no other way than by grants from the State and the localities,—by grants, that is, from the public purse of the central government and of the local authorities . . . I am becoming daily more convinced that the existing colleges are training students chiefly for the more highly organised town schools.” * These words foreshadowed a further development of the training college system. Ten years later, when the new local authorities, formed under the Education Act of 1902, had become established in their work, Mr. Scott Coward’s forecast was partly realised. The University Day Training Colleges, the success of which had made the idea of systematic collegiate training for the teaching profession increasingly acceptable to the public, were not alone sufficient to meet the needs revealed by the rising standard of educational efficiency.

In the same year the Department extended its recognition of University courses as forming part of the qualification for the teacher’s certificate. The Code for 1896 (section 60 (b)) announced that “graduates, or persons who are qualified by examination to become graduates, in Arts or Science of any University in the United Kingdom may be recognised as certificated teachers, provided they hold a certificate of proficiency in the theory and practice of teaching issued by a University or Collegiate body and recognised by the Department.” Certain certificates awarded by the Universities of Cambridge, London, Durham, and Edinburgh, by the Victoria University and by the College of Preceptors were named in the Code of 1897 as recognised for this purpose.

In 1897, the annual report of the Education Department recorded the fact that one-fifth of the Queen’s

* Report of Committee of Council on Education, 1895-6, p. 176.

scholars in the first class expressed their desire to enter a day training college. This showed that the University Colleges had rapidly won the confidence of the students intending to enter the teaching profession. In 1898 the Departmental Committee on the Pupil Teacher system testified to the value of the work which these colleges were doing. "The committee received evidence from various witnesses as to the important place in the training institutions of England and Wales filled by the Day Training Colleges . . . Experience shows that where the local school authorities provide adequate preparation for their pupil teachers, where tutorial aid is afforded in the colleges, and when examinations below those of a university standard are also available, ex-pupil teachers of average powers, if willing to take full advantage of their opportunities, make very satisfactory progress." But the Committee found that the supply of training colleges was inadequate to the demand, and that further extension was necessary, "both by the enlargement of such present establishments as are not already unwieldy and by the provision of fresh colleges.*

In the report for 1898-9, two new Day Training Colleges—Reading and Southampton—made their appearance for the first time. The number of students in the Day Training Colleges had risen to 1,050, as compared with 3,700 students (exclusive of 118 day students) in the residential colleges. Sir E. Oakeley in his valedictory remarks alluded to the establishment of the Day Training Colleges as "an important feature during his term of office" and emphasised the value of residential hostels in connection with them: Mr. Scott Coward deprecated the attempt, on the part of ill-prepared though ardent students, to combine a degree course with professional training; and Mr. P. A. Barnett recorded that "the quality of the work, general and technical, in the Day Training Colleges is certainly

* Report of the Departmental Committee, pp. 22-3.

rising—the technical work in some of them being as well done as in any residential college—but regretted a tendency to starve the staffs and to expect one or two people to perform duties which elsewhere tax the energies of half a dozen. The advantage derived by the student of a day training department from the connexion with a local university college should be more than a share of the privilege of attending lectures of eminent teachers whom they do not always understand.”* The period of compliments had passed. The new institutions had to stand the fire of criticism. In his next report (1899—1900) Mr. Scott Coward wrote with some vehemence that insufficient precautions were taken in some day training colleges to prevent ill-equipped students from attempting the degree courses. “I believe with increasing conviction that the policy of forcing such students through university courses is of more than doubtful expediency; and I am certain that more good results from building upon foundations strong enough to bear the weight of a superstructure suitable to them.” But he singled out Owens College as one of those in which “care is taken to secure the necessary antecedent conditions,” though even then “the effort to compass such a course of study involves a heavy strain especially upon the women and men who take the science course.” But in the same report it is announced that the governing bodies of the Manchester, Leeds, and Liverpool Day Training Colleges have decided ‘to admit none to the college who will not consent to take the degree course,’ with the result that at Manchester all the 48 men and 44 women in the college were intending to graduate.”†

It was now becoming clear that the permanent success of the new plan for the professional training of teachers in connection with a university course would depend upon the systematic provision of good secondary education

* Report of the Committee of Council on Education, 1898-9, pp. 311, 322, 325.

† Report of the Board of Education, 1899-1900, p. 331.

throughout the country. Towards this end the Technical Instruction Committee of the County and County Borough Councils were steadily working, so far as their very limited resources and powers allowed. Two years later, the Education Act of 1902 was to change the situation and to open the way for a great extension and development of secondary schools.

In the year 1900-1, Mr. A. Rankine reviewed the position of the training colleges in a breezy report which gave a discriminating but decidedly favourable report of the day training departments. "The Day Training Colleges which I have inspected seem to me as efficient as possible in the circumstances. Possibly the circumstances might be more favourable. They all suffer from the rawness of the material which they have to work upon and from the lack of funds. They would do more in the direction of providing hostels if the means were at their disposal, but they are poor. . . . No education is too good for the teachers, and the universities are for the nation, not for a class. . . . In the case of university students it is thought by some authorities that it would be better to let the men take their degree first, undisturbed by other work, and then call upon them for a period of continuous training in the practice and science of teaching."* In other words Mr. Rankine anticipated a development which has, in some measure, now been realised.

Thus the first ten years in the history of the day training colleges proved to be a decade of rapid growth and consolidation. The second ten years have been a period of equally rapid increase in the number of students and of maturing organisation. Three noteworthy changes in English education have affected their position and outlook—the granting of charters to a succession of new universities, the enlargement of opportunities for secondary education both for boys and girls, and the establishment of a new type of day

* Report of the Board of Education, 1900-1, vol. ii, pp. 192-3.



H. L. WITHERS, M.A.,
Late Sarah Fielden Professor of Education.





J. J. FINDLAY, M.A., Ph.D.,
Sarah Fielden Professor of Education.



training college under the local authorities. In 1900 the Mason College became the University of Birmingham : in 1903 charters were granted to the Universities of Manchester and Liverpool ; in 1904 to the University of Leeds ; in 1905 to the University of Sheffield ; in 1909 to the University of Bristol. These changes have greatly increased the strength and resources of the institutions concerned, and in the many benefits thus secured the day training departments have shared. Hardly less important in its bearing upon the fortunes of the day training colleges has been the rapid growth of secondary education which has followed the establishment of the new local authorities by the Act of 1902. Efficient secondary schools are the keystone of the educational arch. Upon the generous provision of opportunities for a liberal secondary education, the welfare of the universities largely depends. Thirdly, in 1904 (the Act of 1902 having empowered the new local authorities to make provision for the training and instruction of teachers) the Board of Education recognised a new type of training college which, though not in connexion with a University or University College, need not on that account be a residential college, as had hitherto been the case. The new regulations for that year thus modified the definition of a training college which had been in force since 1890.

“A training college, whether residential or day, may be either (a) a separate institution carried on solely for the training of teachers, or (b) a department of a university, or (c) a department of an institution devoted to higher education in Arts and Sciences.” Thus, at last, the Government realised the hope which the Birmingham School Board had expressed in its memorial twenty-two years before. And in 1905 the provision of new training colleges (day or residential) by the local authorities was stimulated by the offer of a building grant limited to 25 per cent. of the total cost of site and buildings—a subsidy raised to 75 per cent. in 1906.

During the last few years, material changes have been made in the Board's regulations as affecting the University Day Training Colleges. In 1905, the authorities

of every training college were assigned the duty of making their own classification of the students trained by them and 'of justifying their awards in the public eye by the test of experience.' In 1907, the Board framed anew the undertaking required from students entering a training college. The undertaking now binds the student to serve as a teacher for a certain number of years (seven in the case of a man, five in the case of a woman) in an approved school within a period of years (ten in the case of a man, seven in the case of a woman) after leaving the training college. The term 'approved school' is defined as including an Elementary School in England or Wales on account of which grants are paid by the Board or by some other Government Department, and, in addition, any Secondary School, Pupil Teacher Centre, or Training College in respect of which grants are paid by the Board. The Board is also prepared to consider whether in particular cases they can accept as satisfying the undertaking service in schools or classes aided by them under other regulations, or service in State-aided schools in other parts of the British Dominions. In 1909 the Board issued for the first time Regulations for the Training of Teachers in Secondary Schools, a new departure which closely concerned some of the University Day Training Colleges and among them that at the University of Manchester. Finally, in the same year the Board announced that no training college not already recognised would be considered as completely equipped without a Demonstration School, which it declares to be 'one of the most important elements in the organisation of a Training College.' A Demonstration School is required to be 'closely associated with the Training College for the purpose of illustrating the most approved and successful methods of school organisation, discipline and instruction.' This addition to the Departmental regulations may be traced in part to the successful work, first of the Primary Demonstration School established in Brunswick Street, Manchester, in 1902, and secondly

of the Fielden School (carried on in Lime Grove, 1905-8, and now installed in Victoria Park) which the University owes to the munificence of the late Mrs. Sarah Fielden. The name of Mrs. Fielden is thus associated both with the chair of education in the University and with an indispensable part of the equipment of the Training College.

Closely connected with the establishment of Chairs of Education in the British Universities and with the study of methods of teaching in the University training departments has been the growth of the influence of German and American thought upon our educational theory and practice. The influence of Professor Wilhelm Rein and of his Practising School at Jena has been conspicuous, especially in some of the English Universities and in directing attention to the value of Demonstration Schools. Other German students of education whose work has had a marked effect upon the development of the English University Training Colleges are the late Professor Friedrich Paulsen, Professor Wilhelm Münch and Professor Meumann. Not less influential have been the researches of President Stanley Hall of Clark University, Worcester, Mass., and (especially during recent years) of Professor John Dewey, formerly of Chicago University and now at Columbia, and of the staff of Teachers' College, Columbia University, in the City of New York.

When the last official statistics were published, there were 20 University Training Colleges—17 in England and 3 in Wales. They provided accommodation for 3,409 students. The number of recognised students in residence was 3,091. The number of men and women students was about equal, women slightly preponderating. In England during the last five years the number of students in the University Training College, in the case of men and women students alike, has more than doubled. In Wales during the same period the numbers have increased only 5·9 per cent. But in England and Wales together, the number of University Training

College students has increased 89 per cent. since the session 1905-6. The following table shows the growth of the Colleges during the last four years for which statistics are available.

ENGLAND.

Year	No. of University Training Colleges	Accommodation	Number of Recognised Students		
			Men	Women	Total
1905-6	14	2114	600	618	1218
1906-7	15	2198	910	1140	2050
1907-8	15	2280	959	1173	2132
1908-9	17	2865	1259	1389	2648

WALES.

Year.	No. of University Training Colleges	Accommodation	Number of Recognised Students		
			Men	Women	Total
1905-6	3	511	216	202	418
1906-7	3	507	223	201	424
1907-8	3	511	231	210	441
1908-9	3	544	240	203	443

The older of the University Day Training Colleges in England and Wales will come of age in 1911. Their history, though short, has been significant. Their growth has been an index of a subtle change in national feeling, especially in English national feeling, with regard to public education. They sprang into existence when the social results of the Education Act of 1870 had brought popular instruction in England and Wales to the point at which it became possible to adapt to our conditions a method of educational organisation found practicable in Scotland seventeen years earlier. The special interest of their history lies in its context; in the converging forces and influence which have affected and strengthened their position; and in the fact that their success has been a sign of an integrating movement in national education.

But though chiefly owing to their present position to movements in educational opinion and in public

policy which have affected the general position of the University as well as that of the elementary and secondary school, the Day Training Colleges have already themselves exerted a not inconsiderable influence upon our educational thought and practice. Their existence has given support to a larger and more generous view of the work and aims of the public elementary schools. Again, the once generally accepted notion that elementary school teaching was a career cut off from the liberal professions has been decisively weakened by the success of institutions which have brought thousands of intending teachers into full enjoyment of the varied companionships and intellectual opportunities offered by university life. Thirdly, the University Day Training Departments have given a strong impulse to improvements in other parts of the educational system of the country. Their establishment, as we have seen, at once put the residential training colleges on their mettle and quickly led to improvements in the laboratory equipment of those institutions and in the academic qualifications of their teaching staff. The standard of work in both types of training college consequently rose, and it became necessary to improve the preliminary education of the pupil-teachers. The determination to secure a more liberal training for the pupil teachers was a powerful lever which was used in popularising and extending the secondary schools. These reforms in secondary education opened an easier passage from the elementary schools to the University. The accommodation in the training colleges (of which the University departments provided a considerable quota) having been much enlarged, the number of college-trained teachers increased, with benefit to the elementary schools from which a growing number of pupils pass on to the secondary schools and thence to the Universities. This has strengthened the current from the elementary schools through the secondary schools to the Universities and back again from the Universities to elementary

and secondary education. In helping to open out the course for the new current, the spade-work done in the University Day Training Colleges has been timely and effective.

Upon the growth and organisation of the new Universities and University Colleges, in the intellectual and corporate life of which it has been their privilege to share, the Day Training Departments have exerted an influence to which in conclusion a brief reference should be made. They have materially increased the number of University students, in the Faculty of Arts as well as in the Faculty of Science. They have developed the co-educational side of English University life. They have led, in respect of the work of students in training for the teaching profession, to a close connection between the new Universities and the Board of Education. They have given facilities for the professional training of teachers for secondary, as well as for elementary, schools. And they have confirmed the claim of the science of education to a place in the circle of academic studies alongside of, and in close connection with, other forms of research.

M. E. SADLER.

THE DEPARTMENT OF EDUCATION IN THE UNIVERSITY OF MANCHESTER.

A SKETCH OF ITS HISTORY AND DEVELOPMENT 1890-1911.

A COMING of age invariably suggests two trains of thought; one, a backward glance of reminiscence to the struggles of childhood and adolescence successfully passed: the other, a forward glance of hope and anticipation towards the period of maturity which is opening. Reminiscence is bound to be peculiarly attractive, in this case, to those who shared in the early life of the Department of Education: anticipation dominates the thoughts especially of those whose interest dates from a later period: but one and all may equally feel pride in the development of a full-grown, well-equipped, and multifariously-active department of University life from the small and difficult beginnings of 21 years ago.

Although it has nothing actually to do with the founding of the department, it is pertinent to the present record to state that as far back as 1883-4 some interest was stirring in the Owens College in the treatment of the Theory of Education from a philosophical point of view, and that lectures were actually given by the late Professor Adamson, one of the prime movers in the foundation of the Manchester Day Training College—the nucleus of the present department of Education—seven years later.

The veritable "Founders' Day" of the Department is May 16th, for on that date in the year 1890 the scheme for the institution of the Day Training College Department (the Manchester Day Training College, the Owens College, Manchester, to give it its full official title) was passed. In the October term of the same year the

Training College entered upon the period of active existence which has culminated in the celebrations of to-day; the seed which had been planted in 1883 began to germinate.

It is a little saddening to record that of the three men who were chiefly responsible for the institution of the Day Training College, Principal A. W. Ward, the late Professor R. Adamson, and Mr. E. J. Broadfield, only one, the last, remains connected with Manchester; and that six of the original Committee of the Day Training College have since passed away. The constitution of that Committee was as follows:—

The Duke of Devonshire (since deceased).

Mr. Joseph Thompson (since deceased).

Dr. A. W. Ward.

Mr. Thomas Ashton (since deceased).

Mr. E. J. Broadfield.

Mr. Edward Donner (now Sir Edward Donner, Bart.).

Mr. Oliver Heywood (since deceased).

Sir W. H. Houldsworth.

Mr. Alfred Neild (since deceased).

Mr. W. Morton Phillips.

Dr. H. J. Roby.

Sir Henry E. Roscoe.

Professor A. Schuster.

Professor A. Milnes Marshall (since deceased).

Rev. Caleb Scott.

It was under the governance of this Committee, and the fostering care of Principal Ward and Professor Adamson that the Day Training College Department opened in 1890, and entered on the first strenuous stage of its existence. Numbers were small: 25, all told, was the number of entries permitted by the Board of Education of the day, and the special staff of the Day Training College for professional training consisted of the Master of Method, Mr. W. T. Goode, M.A., alone.

This first period, the childhood stage, was indeed an arduous one, and the College device—*arduus ad solem*—was never more aptly applied. Difficulties arose on all



BARBARA FOXLEY, M.A.,
Late Mistress of Method in the University of Manchester.



sides. The exact relation to University life in general of the infant department had to be found, and at the same time it had to justify its own existence. This was more difficult at that date than may now seem credible, for it is not to be supposed that at the outset a body of students from elementary school departments could be at once found who were in all respects prepared for, and capable of, taking up University work in addition to their professional training. The relations which were entered into between the Master of Method and the surrounding schools and centres which were to feed the Department showed a way out of this initial difficulty which year by year grew steadily smaller.

There remained the constant difficulties with the Board of Education, who, in bringing into existence the new type of Training College had taken only the first step in a deeply complicated movement. Intricate details of administration, inspection, balancing the requirements of the University and the Board of Education, a host of things on which the success, even the very life, of those Training Colleges depended, had to be met and worked out as they arose, and they arose in legion.

That these difficulties were met and to some extent solved, is due to the devotion and strenuous labour of Dr. Ward and Professor Adamson; to Dr. Ward first and foremost, to whom no expenditure of time and thought that might smooth the path of the struggling department, seemed too great. The other members of the staff were equally zealous, and help was freely given by the College professors and lecturers, to whom the possibilities of the new venture were early apparent.

It may seem strange in 1911, but from 1890 to 1898 it was quite a commonplace, that tutorial classes in nearly all the subjects of the Arts course had to be instituted for the benefit of the new class of students, and though the labour involved was very great, improved results justified its expenditure, the tale of successes grew steadily more imposing, while at the same time, owing to the

changed conditions under which intending entrants were prepared, the necessity for such work began to diminish. It is not out of place to insist on these details: they throw into stronger relief the successful development of the next, the adolescent period whose foundations indeed were laid in these early, strenuous, years.

The fact that after two years (1892) a similar department for women students was opened, speaks volumes for the promise held out by the new Day Training College for men. The Women's College began with an entry of eight students, and a professional staff of one, a Mistress of Method, Miss Catherine I. Dodd, whose successful management of the women's side only came to an end in 1905 on her selection as Principal of Cherwell Hall, Oxford.

The men's class had been housed in the Studio, a room fraught with many memories, but on the advent of the women students (who began their collegiate existence in a back room in Brunswick Street, with a cracked blackboard as sole apparatus), this room was afterwards (1894) vacated in their favour, the men migrating to the Old Court Room, now the Bursar's Office. Such were the small and unostentatious beginnings from which sprang the large Department of Education whose majority we are now celebrating.

The Training College for Women with Miss Edith Wilson in general supervision as the Women's Tutor, and Miss Dodd as Mistress of Method; and the Training College for Men with Dr. Ward as its Principal and Mr. Goode as Master of Method, were from the first separate institutions, though pursuing parallel lives and meeting with very similar experiences throughout this first phase, at the close of which, in 1898, they were about equally large, 48 men and 49 women.

The professional staff had been increased in the Men and Women's Departments by Mr. (now Dr.) Walter Carroll for instruction in Music, in 1892. His long connection with the Day Training College only ended

in 1909, and his work will always be honourably associated with the fortunes of the Department of Education. Later, 1899, Miss C. Brown (Mrs. Morley) assisted the Mistress of Method in the instruction of the women students in Needlework, ceasing to do so in 1902.

It was not only in the devotion of the Principal and their respective staffs that the Training College Departments were fortunate, they were fortunate also in the timely and valuable help given by friends outside the College. The School Board for Manchester opened its schools freely in all parts of the town to the students for the purposes of professional training, and in Mr. C. H. Wyatt, then clerk to the School Board, a real friend was found. Not less worthy of note was the ungrudging and continuous help given by many of the Head Teachers of the schools visited and used by the students, among whom the names of the late Mr. H. Hutton, of Ducie Avenue School, Mr. Powell of Birley St. School, Mr. James Scotson, M.A., of the Central Higher Grade School, and Mr. G. Sharples of Waterloo Road School, deserve an honourable place: while the sympathetic advice and stimulative interest of the Rev. F. F. Cornish, H.M.I., and Mr. Scott-Coward, H.M.I., (recently deceased), will be remembered gratefully by those who welcomed it and profited by it during these preliminary years of storm and stress.

In October 1898, the Master of Method was called to a post in London, and his departure indicates the moment at which the childhood stage of the Day Training College began to draw to a close. In looking back on those years it is easy now to pass lightly over difficulties which at the time were very real, over labour which threatened at times to become excessive, and to fix one's gaze on the indubitable progress which was accomplished. The academic record of the Day Training College was more than creditable, in some cases even brilliant, and in their professional success in post-collegiate days the students of the period 1890-8, the period of beginnings, have given proof of their quality.

It is pleasing also to recall that some success was achieved in the lighter side of College life, and that in the gymnasium, the fives' courts, and the sports' field, the members of the Day Training College gave a good account of themselves and assisted in some small degree in maintaining the honour of their Alma Mater.

The appointment of Professor Withers to the Chair of Education in the Owens College in June, 1899, marks definitely the change to adolescence, but he did not assume the duties of the Chair until December of that year, and the intervening time, October 1898 to December 1899, calls for a special note. On the departure of the Master of Method a *locum tenens* was found in Mr. H. Thiselton Mark, D.Lit.,* M.A., B.Sc. He had been a student in the newly instituted University Class for the Teachers' Diploma, and the excellence of his work justified his appointment as Master of Method during the interregnum. The fortunes of the Men's Training College were guided by him until Professor Withers took up his duties, when the temporary character of Mr. Mark's appointment was changed for something more permanent. He was appointed Assistant Lecturer in Education and Tutor of the Day Training College for Men in 1899; in 1904 he was made a Lecturer in Education of the University, and he continued to exercise these functions in Training College and University till 1910, when a further change was made. In July of that year he took up a special post as Lecturer in Education, being set free from the duties of Master of Method in order to extend his work as Sunday School Education Lecturer in connection with the courses of the University Extension Board. His long connection with the work of the Department has left a deep impression on it, and has fully justified the fortunate selection made in 1898.

The Chair of Education, the first of its kind in

*We take this opportunity of congratulating Mr. Mark on the degree recently conferred upon him by the University of London in recognition of his work in Educational Psychology; we believe that this is the first occasion on which a British University has conferred a Doctor's degree for research work connected with Education.—ED.

English Universities, to which Professor H. L. Withers acceded in 1899, was due to the munificence of the late Mrs. Fielden of Todmorden, and among her many gifts to the cause of Education in Lancashire there is none likely to have more far-reaching effects. It brought the Training College Department at one stride into a new position, and gave it a character it had hitherto lacked. The striking qualities of the first occupant of the Chair, his great educational abilities and experience, and his genial personality, added to the influence of the new Professorship; and his untimely death in the autumn of 1902 was not only a great personal loss to those who knew him, but a heavy blow to the Department, which was thus deprived of its head at a most critical stage of its development. Critical, for with the foundation of the Chair of Education, the Training College had started on the new phase which was to end in its being merged in a University Department with activities on a larger and much wider scale than heretofore. A memorial brass, placed in the upper corridor of the University main building, keeps alive the memory of Professor Withers's work.

Brief as was the period during which Professor Withers held the reins, a departure, due to the initiative of Miss Dodd, was made during that time which was of the first value and was destined to develop considerably within a very few years—the opening of a primary school and kindergarten in premises in Brunswick Street, a first effort towards a Demonstration School where, as Professor Alexander put it in an article on the school in the *Manchester Guardian*, “students might observe, carried out in practice, the methods of teaching which they learn to regard as the most efficient.”

The school was established and worked by Miss Dodd and a zealous band of students whose enthusiasm lent a hand in the furnishing of the small rooms occupied by the school, making and painting shelves, providing curtains, helping in the small economies that had perforce to be practised. More than that, they

collected money for the school, which was financed by these subscriptions and the pecuniary help of a few interested people, among whom were Professor Alexander, Mrs. Eckhard, Mr. T. C. Horsfall the veteran educationalist, and Mrs. T. Brown, M.A. Among notable features of the school were the journeys into Derbyshire, which were the first of their kind in England and led the way for a new and important development in school life. Unassuming as were the proportions of the new school it was, to quote once again from the same article, "a not unimportant event in the history of education in Manchester."

In September, 1903, Professor J. J. Findlay succeeded to the vacant Chair and to the headship of the Department, which was strengthened by the appointment of so widely-known an educational authority as Mr. Michael E. Sadler, as Professor of the History and Administration of Education. Within a year of these appointments a further development took place, consequent on a change in the status of the Owens College itself. Up to 1904 it had formed part of the (Federal) Victoria University; after the dissolution of the federation of Colleges in Manchester, Liverpool and Leeds, the Owens College was granted the status and dignity of an independent University—the Victoria University of Manchester—and the two Training College departments, together with other branches, *e.g.*, a department for the training of teachers in Secondary Schools, came under the control of, and formed the Department of Education in, the new Manchester University. In bringing about this change of style and condition Professor Alexander played a large part. The small Training College, opened in 1890, had not only justified the foresight of its founders, but was, from this date, fairly launched on the more imposing career it is to-day pursuing.

The staff of the Women's College was increased by the addition of Miss Katherine Godson of Girton College, Cambridge, as assistant to the Mistress of Method, in

the same year, but she severed her connection two years later, and in 1905 Miss Dodd took up an important appointment at Oxford and brought to a close the intimate and successful part she had played in the control and development of the women's side since 1892. The value of her work was recognised by the new University, and the honorary degree of Master of Arts conferred upon her, a fitting acknowledgment of her devotion and unsparing labour. Her place was supplied by Miss Barbara Foxley, M.A., as Assistant Lecturer in Education and Mistress of Method in 1906 (after a temporary appointment during part of the preceding session), a post which she vacated in 1910; since filled partly by Miss C. M. Rankine Brown, M.A., as Tutor in Charge of the three-year students in the Elementary Department for Women, and partly by Miss M. A. Fountain, B.Sc., in a similar capacity for two-year students. Previous to this Miss L. E. Start, a former student, had been appointed as Teacher of Needlework, Drawing and Handicrafts, a post which she still occupies, and is, in point of time, the senior member of the Women's Department.

On the men's side the increasing importance and extent of the work is marked by the appointment of Mr. P. Sandiford, M.Sc., Ph.D. (Columbia), as Junior Assistant Lecturer in Education and Demonstrator in Education, from 1906 to 1908, after which for two years he was occupied in work at the Teachers' College of Columbia University, New York, returning in 1910 to take up a second appointment as Lecturer in Education and Tutor for the three-year men students: by the appointment of Mr. C. E. Stockton, M.A., as Assistant Lecturer in Education and Demonstrator in 1908: and Mr. S. E. Maltby, M.A., in a similar position from 1907 to 1910. The ranks of Assistant Lecturers and Demonstrators have been further swelled by the addition of Miss E. C. Dickinson, B.A., Mr. J. Shelley, B.A., Miss H. N. Ormrod, M.A., and Mr. A. Bartle, B.A., Miss J. P. Slight, N.F.U., Miss K. King May, all of

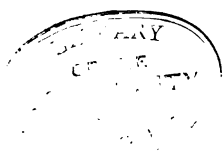
whom are still members of the staff, and Miss G. Owen, B.Sc., Miss W. Gray Maitland, and Miss K. Noakes, B.A., who found promotion in other Training Colleges in 1910. Mr. T. Keighley, Mus.Doc., had acted as joint Instructor in Singing in the Training College Department from 1905, and on the departure of Dr. Carroll in 1909 to a Chair in the Royal College of Music, Dr. Keighley replaced him as Instructor in Singing to the Department of Education. Dr. Carroll's new post has not necessitated the withdrawal of his interest from the work of training teachers. A department for the Training of Music Teachers being formed in the Royal Manchester College of Music, he has become the first Professor of the Art and Practice of Music Teaching, thus worthily carrying into other fields the principles and practice he so well illustrated for seventeen years in the Department of Education.

Some of these appointments had special reference to the work of the Department in training teachers for secondary schools, an important feature of the development of the original Training College. As far back as 1895, in the federal University, there had been instituted a Teachers' Diploma, intended to provide a course of instruction and a professional qualification for teachers in secondary schools. The Master of Method in the Day Training College was charged with the courses of lectures in professional subjects, in the History of Education, Teaching Methods, and Special Educational Studies, and the necessary practical work and demonstrations in school, other academic subjects being distributed over the classes of the Arts course, chiefly the classes in Philosophy. The first Diploma was granted in 1896, to Miss Mary Marsland, M.A., and from that year onwards a small number of graduates were constantly to be found preparing for this qualification.

During the régime of Professor Withers this particular branch of activity was further developed and a systematic course of evening lectures was instituted, attendance at



UNIVERSITY BUILDINGS, 1911.





M. E. SADLER, M.A., LL.D.,
Professor of the History and Administration of Education.



which was part of the qualification for entry to the examination for the Diploma. As however interest grew in the training, qualification, and registration of secondary school teachers, and as later the secondary department was recognised by the Board of Education and fell under its Regulations, this plan had to be abandoned, and from 1904 onwards the course for the Teachers' Diploma became a post-graduate course covering a year's study, theoretical and practical. From the very first, in 1895, the view was taken that the Diploma, though primarily instituted as a qualification for secondary teachers, might prove a means by which students of the elementary teachers' Training College who wished to undertake the further study of education could do so and thereby obtain a higher professional qualification than that provided by the Elementary School Teachers' Certificate. This view has been justified, quite a considerable number of these students have availed themselves of the opportunity, and at the present time a goodly proportion of the Diploma Class consists of them. This was "a consummation devoutly to be wished" since the Regulations of the Board of Education now permit the compulsory period of work in schools, after qualification, to be performed in secondary schools, and it also strengthens and extends the influence which the Department of Education exerts on secondary schools. The steady growth of this branch of "secondary" training has involved a corresponding increase in the amount and complexity of instruction necessary, met by the courses of the two Professors of Education, Professor Findlay and Professor Sadler, by courses in Theory and Practice held by Lecturers and Demonstrators wholly or partly occupied with secondary work, and by special courses given by Miss Sara Burstall, B.A. (Lond.), M.A. (Dublin), Head Mistress of the High School for Girls, and Mr. J. L. Paton, M.A., High Master of the Manchester Grammar School. The duties of tutor in this department, both for men and women students, are performed by Miss Caroline

Herford of Newnham College, sometime Head Mistress of Ladybarn House School, who was appointed in 1910. Miss Herford's previous work as Head Mistress of the Ladybarn House School in South Manchester, her well-known educational experience, ability and interests, make this appointment a source of strength to the Department.

The fusion of the two stages of training—for work in Primary and Secondary Schools—in one Department of Education has been productive of the happiest results. No separation exists beyond what is clearly necessary for the administrative requirements of the regulations of the Board of Education; and this solidarity carries out and exemplifies in the best possible way the spirit which animated the University in embarking on the training of teachers, and has informed it ever since.

The development of the Department has rendered possible a further advance, which goes far beyond the limits of Government regulations, while being eminently characteristic of the University spirit and system. The encouragement given by the University to students of all Departments, to offer for the Master's Degree by investigation and research rather than by sitting for further examination, or attendance on lectures, finds its echo in the Department of Education. This year, for the first time, several ex-students of the Department return, after a period of successful teaching, to conduct investigations into problems of school organisation or school teaching. On the value of this departure, in promoting the scientific study of education, it is needless to insist.

One part, indispensable, of the professional training given in both the elementary and secondary sections of the Department—the practice of teaching, the initiation of educational experiments, observation and criticism of work done, and the demonstration of effective methods of class procedure, in short, the use of an educational laboratory—is supplied by an institution at whose origin

I have hinted further back. The primary school and kindergarten opened in premises in Brunswick Street in 1902 is now merged in the Fielden Demonstration School with a Head Master, Mr. W. J. Deeley, B.A., and six assistants in the Upper School, and a Head Mistress, Miss K. Steel, N.F.U., and five assistants in the Primary School, in its own premises in Victoria Park, equipped to act as a station for the application and testing of theoretical methods, for observation and practical experience of the actual process of a teacher's work. The step is a long one and full of significance. In 1905 an upper school, called the Fielden Upper School, was opened in Lime Grove: and once more the Department was indebted to the generosity which had made the Chair of Education in the University a possibility, a fact made evident by the name of this Upper School. In January, 1908, the Primary School after being in the charge of Miss M. G. Findlay, M.Sc., for two years, was transferred to new premises also in Lime Grove, assisting in this way in the training of another class of teachers—teachers of young children—which was a new departure recently made by the Department of Education, and carried on mainly in premises adjoining the Primary School.

Schools carried on in premises originally intended as dwelling houses could only be regarded as a temporary expedient. Once the success of the experiment towards a Demonstration School had justified itself, it was clear that accommodation more suitable for such an indispensable part of the equipment of a Training College would have to be found. And the munificence of Mrs. Sarah Fielden, exercised yet again, made this possible.

The "Oaklands" house and grounds in Victoria Park were purchased by her and handed over to the Council of the University and Mr. A. T. Bentley, M.A., as trustees of the school, and the Department of Education found itself (September, 1908) in possession of a Demonstration School and surroundings which are unique among British Demonstration Schools. The

building allows of kindergarten and primary departments being carried on on the ground floor, the upper school being on the first floor: with large rooms for Demonstrations and Open Lessons, and others for the use of teachers and lecturers. In addition to the usual workshop and Science laboratory, there are the grounds of the building, two acres in extent, which offer a remarkable field for the purpose of experiments in Nature Study and open-air teaching. The Department of Education has, in good sooth, reason to bless the name of Fielden, and the words of Professor Alexander on the opening of the very small beginning of these Demonstration Schools in rooms at 225, Brunswick Street six years before, take on a wider significance. These efforts were not only "a not unimportant event in the history of education in Manchester"—they may well prove in the future to have been not unimportant in the general educational history of England.

The Schools are managed by a Committee, chiefly appointed by the Council of the University; and they are fortunate in having as their President Sir William Mather (Privy Councillor), whose devotion to educational reform is too well known and appreciated to need further eulogium here.

A certain vigorous *esprit de corps* animated from the first the members of the Day Training College department. It became the practice to meet at least once a year and strengthen in social fashion the ties formed in College classes, and in 1895 at the annual Training College Dinner (held in the city, as the present palatial Union buildings were not even dreamed of), it was proposed to found a Club which should keep past students in touch with their College. The proposal became an actuality, the Manchester (Owens) Club was founded and became a powerful factor not only in maintaining social amenities among its members, but in keeping alive the corporate sentiment without which any academic or professional collectivity is permanently weakened. Its first officers were:—

<i>President</i>	... Mr. W. T. GOODE, M.A.
<i>Vice-President</i>	Mr. W. CARROLL, Mus.Doc.
<i>Treasurer</i>	... Mr. J. WHITESIDE, B.A.
<i>Secretaries</i>	... Mr. W. RACE, B.Sc. Mr. J. C. HAGUE, M.A.

Committee: H. Bailey, B.Sc., F. Northrop, B.A., J. A. Sample, B.A. (since dead), E. B. Naylor; past students being represented by the first three, and internal students by the last.

With a slight modification of its constitution the Club has continued to function and to grow till the present day, and it is difficult to over-estimate the part it has played in strengthening the Training College as a corporate body and in keeping alive feelings of comradeship and a fine spirit of mutual esteem among all students who have passed through it. It is not too much to say that the present celebration is due in large measure to the devotion, tenacity and self-forgetting work of the present Secretary, Mr. J. Lord, B.A.

On four occasions, at intervals of three years, the Club has issued a chronological roll of students of the Men's Training College, with notes containing details of their subsequent careers where such were procurable: the present volume takes the place of a new issue, now due. These successive rolls throw much light of a gratifying nature on the part played by the Training College students in their profession. They prove that these men, "citizens of no mean city," are worthily upholding the honour of citizenship.

Useful as have been its functions as a social organization, something equally, if not more, useful sprang from the Club. Under its auspices, on February 23rd, 1906, an Education meeting was held, at which the formation of a University Education Society was mooted. That Society is now a *fait accompli*, and how profitable such a Society can be is seen in the first publication of the Educational Series of the Manchester University Publications—an inquiry into Continuation Schools in

England and elsewhere, which is largely based on work undertaken by the members under the direction of Professor Sadler. That series has been further enriched by *The Demonstration Schools' Record*, edited by Professor Findlay with the assistance of colleagues in the Department and by Miss Eva Dodge's *The Teaching of History in Girls' Schools in North and Central Germany*. The present volume will be No. 4 of the Series. The aims of the Education Society are high, and are reflected in the Presidential addresses, since published, of Sir William Mather and Professor Alexander.

On the women's side the functions of the men's Club were performed by a Society called the "Catherine Wheel," a graceful tribute to the influence of its President, Miss Catherine Dodd. It sprang to life in 1895 with Miss Dodd in the Presidential Chair, and Miss E. C. Wilson, M.A., and Miss A. M. Cooke, M.A., as Vice-Presidents, and by 1906 its membership had grown to 250. In the previous year its President had left the University, which had also lost the services of Miss Edith Wilson, for long the Women's Tutor. And as in 1906 the University Education Society previously mentioned was on the point of formation, for both men and women students, membership of the "Catherine Wheel" was limited to those women who had entered the Training College not later than 1905, in order to prevent the overlapping of work undertaken by members of the various Societies. Since 1906 therefore it has remained static, exercising only social functions among its members: but it is not unlikely that as the outcome of the work of this celebration an enlarged Society embracing all women members, past and present, of the Department of Education may be formed for social purposes.

The success of any institution whose activities are employed in preparing men and women for an active career in life may be estimated in many ways according to the point of view of the appraiser. Judged from the

standpoint of material development the previous pages will have been written in vain if they have not made it clear that the success of the Department of Education has been great and rapid. In the brief space of 21 years the institution, begun with a roll of 25 and a staff of one, or to take men and women's classes together, with a commencing roll of 33 and a staff of two, has become a University Department receiving 300 students, containing four separate branches, headed by two University Professors, aided by a staff of 22, with Demonstration Schools fully equipped and staffed for the exclusive use of its students, the child of 1890 has grown to a more than respectable stature in reaching manhood's state in 1911. Success is writ large also over the record of the class successes of its *alumni*, and over that of their performance in the professional field when under-graduate days are past. And those of us who were concerned in the modest beginnings may well feel a throb of pride and gratification at the great matter that little fire kindled.

But there is a success which is not to be estimated in numbers or honours, whether of the University or the profession. The history of that success is unwritten and unwritable. It is recorded in the silent influences which the individual efforts that have gone to form a corporate collegiate existence have exerted on all who have at any time shared in its life. These can only be felt, experienced: their truth has become part and parcel of the mind and character stuff of the students to whom they are at once an abiding memory and a guiding stimulus. Their external evidences, which yield no statistics, are rather to be found in an attitude towards life, a bracing of endeavour, a turning of the mind towards fine thinking, a touching of the whole character to finer issues—than in any roll of honours or rewards, pleasant though it be to read of these.

And it is just because I know that this finer success has also been achieved that I feel it a proud privilege to have played a modest part in fashioning the activities

on which so imposing a superstructure has been raised, and to have been allowed to place on record this summary account of the growth of the institution whose birth I witnessed in 1890, and whose glowing majority I help in celebrating to-day. It remains only to thank for valuable assistance rendered in this compilation, Professor Findlay, Dr. Mark, the Registrar and Bursar of the University, Mr. J. Lord, Miss L. E. Start, and Dr. P. Sandiford.

W. T. GOODE.



THE NEW UNION BUILDINGS OF THE UNIVERSITY.



APPENDIX.

Publications by Members (Staff and Students) of the Department of Education.

- Bateson, T. Article on Defoe: *English Historical Review*. Article on Bolingbroke: *English Historical Review*. Reviews in the same periodical. Article on the Teaching of History in the *Owens College Volume of Historical Essays*.
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- II. Reports and Articles (a selection):—(a) Study of Education: *Registration and Training of Teachers in Germany*; *Demonstration Schools, etc.*: *Journal of Education*; June 1887; Dec. 1892; Feb., Nov., 1893. *Report to Royal Commission on Secondary Education*: Vol. V., 1895; *Education*, Oct. 3, 10, 17, 24, 1896; Vol. II. of Board of Education: Special Inquiries and Reports, 1898; *University Review*, April, 1906; *Contemporary Review*, July, 1906. *British Association Reports*: York, 1906, and Dublin (with Dr. Sandiford), 1908; *Training College Record*, No. I, 1908; *Educational Times*, April, 1910. (b) Education in America: *Report to Royal Commission*: Vol. VI, 1898; *Journal of Education*, Oct., 1909; *School Review* (Chicago, U.S.A.), Jan., 1910. (c) Problem in Child Development: *Report on Conference on School Hygiene*; *The Training of Scholars*, London, April, 1905; *Moral Ideas*: *Educational Times*, May, 1907 (reprinted in *Sadler's Moral Instruction*, Vol. I); *Theology*: *Hibbert*

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- Williamson, R. T. *School Hygiene* (pamphlet) : Manchester, 1904. *The Home Life of School Children in relation to Education and Health* : Manchester, 1906. *Healthy Home-Life of School Children : Notes for Parents and Guardians* : 11th edition, by Prof. Dr. L. Burgerstein (Vienna) : Manchester, 1909. The Type in School Books and College Text Books : *The Lancet* : London, 13th Oct., 1906. The Health of School Teachers : *The Medical Chronicle* : Manchester, Feb., 1909. The Medical Examination of School Teachers ; Article in book entitled *Medical Examination of School and Scholars*, Ed. by Dr. T. N. Kelyack : London, 1910. The Examination of the

Physical Capacity of Candidates for the Teaching Profession: *Rapports*, I, IIIe Congrès international d'hygiène scolaire: Paris, 1910. The First International Congress on School Hygiene (Nürnberg), 1904: *Medical Chronicle*: Manchester, June, 1904. The Third International Congress on School Hygiene, Paris, 1910: *Medical Chronicle*: Manchester, Oct., 1910.

Withers, H. L., the late. *The Teaching of History, and other Papers* (Collected and Edited by J. H. Fowler): Manchester, 1904. This volume includes the literary work of Professor Withers, and also a biography, with interesting references to his work in the Day Training College.

NOTE.—The above lists are of necessity incomplete. The Education Department of Manchester University will be greatly obliged if past students will send to the Department particulars of books, monographs or articles written by them, as they appear.



REGISTER OF STUDENTS ENTERED IN THE DEPARTMENT OF EDUCATION SINCE ITS FOUNDATION IN 1890.*

- ABBOT, DOROTHY, 13 Hawthorn Grove, Heaton Moor, near Stockport.
- ADAM, ALEXANDER, A.M. St. Paul's School, Withington, Manchester.
- ADAMS, JOSEPH, B.Sc., 1910; A.M. Seamon's Moss Endowed School, Altrincham, Cheshire.
- ADAMS, VIOLET DENISE, B.A., 1st class Hons. Modern Languages, 1905; M.A., 1907; A.M. Bury High School for Girls; Derbyshire C.C. Major Scholarship, 1902; Dora Muir Entrance Exhibitioner, 1902; Gilchrist Student, 1905; Teachers' Diploma, 1907.
- ADAMSON, ALEXANDER, B.Sc., 1908; M.Sc., 1909; 157 Rochdale Road, Bury.
- ADAMSON, GEORGE, 127 Turton Street, Bolton.
- AINSCOUGH, CLARA JANE, B.A., 1910; Sunnyside, Derby Street, Bolton.
- AITKEN, GLADYS H. E., 55 Wellington Street East, Higher Broughton, Manchester.
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- ALDRED, Mrs. HAROLD; see Webster, Lily.
- ALLCOCK, Mrs. W. B., Sunnyside Parsonage, Pretoria, South Africa; see Jones, Alice Maud.
- ALLCOTT, ARNOLD, B.Sc., 1907; A.M. Grammar School, Chippenham.
- ALMOND, MAUDE, 151 Bolton New Road, Atherton.
- ALTHAM, JOSIAH GOODACRE, B.A., 3rd class History, 1904; M.A., 1906; A.M. Municipal Secondary School, Salford, 1907; Shuttleworth History Exhibitioner.
- ANDERSON, JESSE, B.Sc., 1907; A.M. St. Margaret's Central School, Whalley Range, Manchester.
- ANDERSON, SELINA, B.A., 1909; 61 Standishgate, Wigan.
- ARMITSTEAD, HENRY M., B.Sc., 1900; Lecturer in Physics, Presidency College, Calcutta, 1906; Demonstrator, School of Science, Llanelli, 1901-6.
- ARNFIELD, WILLIAM, B.A., 1909; A.M. Cheadle Heath Council School, Stockport.

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- ATKINSON, SAMUEL GREENUP, B.Sc., 3rd class Hons. Physics, 1906; A.M. Grammar School, Fowey, Cornwall.
- AUTY, PATTIE EASTHAM, B.A., 1908; M.A., 1909; A.M. Salford Municipal Secondary School for Girls.
- AYDON, MATILDA, 1073 Chester Road, Stretford, Manchester.
- BACKHOUSE, THOMAS, B.A., 1908; St. Mark's, Newton, Manchester.
- BAGSHAW, EDITH MARY, B.A., 1897; Lecturer Bolton Day Training College, 1906.
- BAGSHAW, LILIAN JANE, (now Mrs. Morris), B.A., 1901; "Forestdene," Corder Road, Ipswich.
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- BAILEY, ETHEL, B.A., 1909; M.A., 1910; A.M. Guernsey Ladies' School; Manchester Education Committee Scholarship, 1906.
- BAILEY, HAROLD, B.Sc., 1894; M.Sc., 1898; A.M. Westoe Road Secondary School, South Shields, 1898; First University Examination (R.U.I.), 1906.
- BAINBRIDGE, Mrs., 387 Manchester Road, Hollinwood; see Middleton, Florence.
- BALDWIN, JOHN MCLEAN, M.Sc., 3rd class Physics, 1904; A.M. Taunton Trade School, Southampton, 1904.
- BALSHAW, WALTER, 571, Chorley Old Road, Bolton.
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- BANCROFT, ALF. ERNEST, B.Sc., 1907; A.M. Higher Grade Public School, Golspie, N.B.

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- BARKER, ROBERT B., 29 Langshaw Street, Blackburn; Hulme Entrance Scholarship; Bradford Scholarship; Shuttleworth Exhibitioner.
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- BATLEY, WARD ALLEN, B.Sc., 1907; M.Sc., 1909; Lecturer, Lancashire and Cheshire Band of Hope Union, Onward Buildings, Deansgate, Manchester; A.M. Marlborough Road Council School, Salford, 1907.
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- BELL, JAMES, B.Sc., 1906; A.M. High School, Middlesborough; D.T.C. Exhibitioner; Stockport P.T.C. Exhibitioner.
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- BREBETON (Rev.)**, NEVILLE, B.A., 1898; Curate of Fairfield, Liverpool; A.M. Birley Street Science School Manchester, 1898; Wycliffe Hall, Oxford, 1903-4; Curate, St. Simon and St. Jude, Anfield, Liverpool, 1904.
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- BRIAN, PERCY**, B.Sc., 1903; M.Sc., 1906; A.M. Waverley Road Secondary School, Birmingham; Lecturer in Nature Study Smethwick Technical School, 1906-7.
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- BRIERLEY, JOSEPH**, B.Sc., 1893; F.C.S.; A.M. Municipal Secondary School, Oldham; Assistant Lecturer in Chemistry and Physics, Huddersfield Technical College, 1895-8.
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- BRODIE, ELIZABETH JANET**, B.A., 1908; M.A., 1910; Lecturer, Havergal College, Toronto, Canada; Teachers' Diploma, 1909.
- BROMLEY, HARRY**, B.Sc., 1906; B.A., 1907; M.A., 1910; Lecturer, Rutherford College, Newcastle-on-Tyne, 1909; Professeur Assistant

- d'Anglais, Ecole de Commerce, Marseilles, 1907; Truro College, Cornwall, 1908-9.
- BROOKS, ELIZABETH, Croft House, Barnoldswick, Colne.
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- BROOME, JAMES SPEARS, B.Sc., 1st class Hons. in Chemistry, 1904; M.Sc., 1907, F.C.S.; Science Master, Salford Municipal Secondary School, and Lecturer in Chemistry in Radcliffe Technical School; Herbert Birley Memorial Scholarship; Mercer Scholar in Chemistry, 1904.
- BROWN, CATHERINE (now Mrs. Morley), 20, Premier Road, Nottingham; Teacher of Needlework, Owens College, Manchester, 1899-1902.
- BROWN, FLORENCE MARGARET, B.Sc., 1905; 7 Alexandra Grove, Plymouth Grove, Manchester; Teachers' Diploma, 1905.
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- BROWN, JOHN THOMAS, Hd.M. National School, Tottington, Bury.
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- BULLOUGH, FLORENCE, B.A., 1899; A.M. Municipal Secondary School, Manchester, 1904.
- BULLOUGH, JOSEPH, B.A., 1910; A.M. Buccleuch School, Hawick.
- BULLOUGH, LOUISA, B.A., 1903; Sandfield, Hindley.
- BUNTING, FLORENCE.
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- CHADDERTON, ANNA LEIGH (now Mrs. Christopher Davidson), B.A., 1895; M.A., 1900; Rush Hill, Upper Mill, Oldham; Mistress of Method, Durham College of Science (now Armstrong College), Newcastle-on-Tyne, 1900-5.
- CHADWICK, CAROLINE, B.A., 1903; A.M. Municipal Secondary School for Girls, Salford, since 1906.

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- CHARLESWORTH, JOHN, B.Sc., 1902; M.Sc., 1908; F.Ph.S.L.; Lecturer in Physics, Northern Polytechnic Institute, London, N., 1903; P.T.C. Exhibitioner.
- CHARLTON, EDWIN JOHNSON, B.Sc., 1908; M.Sc., 1909; A.M. Grammar School, Beaumaris; Teachers' Diploma, 1909.
- CHARNLEY, JOSEPH, B.A., 1st class Hons. Modern Languages, 1907; A.M. Whitgift Middle School, Croydon; Gilchrist Travelling Student, 1907; Teachers' Diploma, 1909.
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- CHEETHAM, FREDK. THOMAS, B.Sc., 1907; M.Sc., 1910; A.M. The College, Cleobury Mortimer, Salop; Marlboro' Rd. Council School, Salford, 1907-1910.
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- CLARKE, AMOS, East Ward Council School, Bury.
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- COOKSON, Mrs., Holmeleigh, Wormington Road, Sale; see Mitchell, Mary.
- COOPER, MARY, B.Litt., Durham; 29 Parsonage Road, Heaton Moor, Stockport; Teachers' Diploma, 1908.
- CORSON, HILDA, Kenwyn, Harboro' Road, Ashton-on-Mersey; see Parkes, Mrs. S.
- COTTRELL, ALLIN, B.Sc., 2nd class Hons. Chemistry, 1907; M.Sc., 1910; A.M. Technical School, Dewsbury; Assist. Teacher, Waterloo Senior School, Oldham.
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- COWARD, Mrs. H. F., 216 Plymouth Grove, Manchester; see Matthias, Sarah.
- COWARD, KATHERINE HOPE, B.Sc., 2nd class Botany, 1906; M.Sc., 1909; Science Mistress, Skipton Girls' Grammar School; Research Study, 1907-8.
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- COXSON, ESTHER SHELMERDINE, B.A., 1904; A.M. Stockport Municipal Secondary School, 1907; A.M. Stockport P.T. Centre, 1904-7.
- CRAIG, ELSIE, B.A., 1902; 35 Derby Street, Moss Side, Manchester; A.M. Stretford Road Secondary School, 1904.
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- CROSLAND, ESTHER, B.A., 1907; M.A., 1908; The Hawthorns, Bredbury, Stockport; Victoria Scholar, 1907.
- CROWCROFT, OLIVE MARY, B.Sc., 1910; 35 Buck Road, Cale Green, Stockport.
- CROWE, MILDRED H., A.M. Vine Street Girls' Municipal School, Hulme, Manchester.
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- CURTIS, MARGARET, 82 Clarendon Rd., C.-on-M., Manchester; Bradford and Shuttleworth Scholarships, 1910.
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- CUSONS, MABEL OLIVE, B.Sc., 1908; A.M. Pupil Teachers' Centre, Middleton.
- CUTTILL, KATHLEEN, A.M. Leigh St. Council School, Hyde (Senior Dept.).
- CUTLER, GEORGE F., B.A., 1910; West Bank, Hall Lane, Hindley.
- DAGUTSKI, HARRY, B.A., Oxford, 1910; The University, Manchester.
- DANSON, GEORGE, Heaton Bank, New Hall Lane, Preston.
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- DAVENPORT, GEORGE, B.Sc., 1897; A.M. Hr. Gr. Council School, Pendleton, and Hd.M. and Lecturer in Pure Mathematics, Radcliffe Technical School (Evening Classes), since 1898.
- DAVID, WM. JOHN, B.Sc., 1904; A.M. Romilly Road Schools, Barry, S. Wales; A.M. Hannah Street School, Barry, 1904; Teacher of Magnetism and Electricity under the Barry Technical Instruction Committee, since 1906.
- DAVIDSON, Mrs.; see Chadderton, Annie L.
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- DAVIES, FRANK, Inter. B.Sc.; 11 Mary Street West, Horwich.
- DAVIES, MARGARET ELIZ., (now Mrs. Frank Roscoe), B.Sc., 1895; The University, Birmingham; Lecturer in the Swansea Training College, 1895-1900.
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- DAWSON, JAMES FERGUSON, B.Sc., 1907; A.M. Higher Grade School, Tarbert, Loch Tyne; A.M. Varna Street Council School, Openshaw, Manchester, 1907-8.
- DAWSON, MARGARET, B.A., 1903; Hd.M. Victoria Road Council School, Northwich, 1908; A.M. Rolls Road Council School, 1903-4; Hd.M. Springhead Council School, 1905-8.
- DAWSON, SHEPHERD, B.A., 1901; M.A., 1904; Second Master, Lydney Secondary School; Cumberland C.C. Major Scholarship; B.Sc. Hons., Lond.; Teachers' Diploma, London, 1906.
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- DEAKIN, MARY A., B.A., 2nd class English, 1908; M.A., 1909; 128 Grenville Street, Stockport; Shakespeare Scholarship, 1907; John Bright Fellowship, 1909.
- DEAN, MRS., 38 Wath Street, Sharrow, Sheffield; see Taylor, Clara.
- DEAN, THOMAS, B.Sc., 1903; Senior Mathematical Master, Technical College, East Ham, 1905; Science Master, The Church Institute, Bolton, 1903-5; Lanc. C.C. Senior Sc. Exhib.
- DEARDEN, FRANK, B.Sc., 1908; A.M. Princess Road Council School, Moss Side, Manchester.
- DERBY, EMILY, B.A., 1899; Lecturer, Manchester Municipal Training College; formerly A.M. Roby P.T. Centre, Manchester.
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- DESDEN, ALICE, A.M. Seymour Park, Infants, Manchester.
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- DEWEURST, JAMES, B.Sc., 1896; A.M. Yardly Secondary School, Birmingham, 1905.
- DEWENUP, ERNEST R., B.A., 1895; M.A., 1900; Professor of Railway Administration, Illinois University, U.S.A., 1907; Assistant Superintendent, P.T. Centre, Swansea, 1895-6; Lecturer in English and Mathematics, Central Organised School Swansea, 1896-8; Principal of Graceland College, Iowa, 1898-9; Sikes Lecturer in Economics and Head of the Department of Higher Commercial Education, Huddersfield Technical College, 1899-1903; Lecturer in Railway Transport, University of Manchester, 1903-4; Professor of Railway Economics, Director of the Courses in Railway Education, University of Chicago, 1904-7; New Shakespeare Soc. Prize;

- Cobden Club Prize; Warburton Essay Prize; Jevons Studentship, 1903; F.R.G.S.; F.S.S.
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- DOBSON, MARGARET ANNE, B.A., 1908; M.A., 1909; A.M. School House, Uriswick, Ulverston; John Bright Fellowship, 1909; Shakespeare Scholar, 1907.
- DODGE, EVA, B.A., 2nd class History, 1901; M.A., 1904; Lecturer, Training College, Hereford; Gilchrist Travelling Studentship, 1903; A.M. Lincoln P.T. Centre, 1904-7; Cherwell Hall, Oxford, 1907-8; Jones History Entrance Scholarship, 1898; Teachers' Diploma, 1903.
- DOOTSON, PERCY, B.Sc., 1909; M.Sc., 1910; Oak Dene, Shrewsbury Rd., Bolton.
- DOUGLAS, GEO. FRED., B.Sc., 3rd class Physics, 1904; M.Sc., 1908; Jas. Gaskell Ent. Scholarship.
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- DOWNES, EDMUND, B.Sc., 2nd class Hons. Chemistry, 1908; A.M. Battersea Polytechnic, S.W.
- DOYLE, ARTHUR L., 121 High Street West, Glossop; Mackie Memorial Scholarship.
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- DUTTON, ETHEL, B.A., 1902; Sunnyside, Upper Chorlton Road, Manchester; A.M. Stoke-on-Trent P.T. Centre, 1902-4; Hd.M. Taunton P.T. Centre, 1904-5; Student Cherwell Hall, Oxford, 1907; Temporary Posts at Droyasig and Birmingham in 1906-8.
- DUTTON, FRANK, B.Sc., 1896; Head of Chemical Department, Alleyn's School, Dulwich, S.E., 1904; A.M. at Central Higher Grade Schools, Leeds, 1896-7; Science Master, Carpenters' Company's Technical Institute, Stratford, London, E., 1897-1904; Fellow of Physical Society.
- DUXBURY, ROBERT J., A.M. Municipal Secondary School, Darwin.
- DYKE, THOS. JAMES, B.Sc., 1907; A.M. Silver Street School, Warrington; A.M. P.T.'s Centre, Chester-le Street, 1907; A.M. Silver Street School, Warrington; Cheshire C.C. Scholar, 1904.
- DYKES, JESSIE, B.A., 1900; M.A., 1903; A.M. Munic. Secondary School, Oldham; A.M. Hanley Higher Grade School.
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- ELLIOTT, MABEL ALICE, B.A., 3rd class Hons. History, 1900; M.A., 1903; A.M. Leigh Grammar School, 1901-3; Teachers' Diploma, 1901.
- ELLIS, OLIVER C. DE C.; A.M. Fielden Dem. School, Manchester.
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- ENTWISLE, ADELINE MAUD, B.Sc., 1907; Mathematical Tutor Day Training Department, University College, Bristol.
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- EWING, WILLIAM, A.M. Abbott Street Council School, Manchester.
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- FAIRBROTHER, FRED, B.Sc., 2nd class Hons. Chemistry, 1908; A.M. Upholland Grammar School, Orrell, Wigan.
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- FAIRHURST, RHODA, B.A., 1909; A.M. The High School for Girls, Berwick-on-Tweed; Teachers' Diploma, 1st class, 1910.
- FAIRHURST, SUSIE SUTHERLAND, The Poplars, Norman's Place, Altrincham.
- FALLAW, Mrs. LANCE; see Chorlton, Nellie.
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- FARMER, AMY MARGARET, B.A., 1905; Assistant Secretary, Hampstead Charity Organization; A.M. Leeds Education Committee.
- FARRIMOND, JOSEPH, B.A., 1906; M.A., 1907; A.M. P.T.'s Centre, Clay Cross, Chesterfield.
- FAWELL, GEORGE SCOTT, B.A., 1910; 9 Park Street, Bolton; Bishop Fraser Scholar, 1909; Victoria Scholar, 1910;
- FEATHERSTON, SYDNEY, B.Sc., 1901; A.M. Framlingham College, Suffolk, 1903.
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- FOLKARD, MURIEL, B.A., 1904; A.M. at Wigan Girls' High School; Teachers' Diploma, 1904.
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- FULLEN, HARRY, B.A., 1893; A.M. Municipal Secondary School, Oldham.
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- GATLEY, AMY, B.A., 1909; Milton Cottage, John Street, Sale.
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- GIBBS, GEORGE REGINALD, B.Sc., 1910; A.M. The Grammar School, Penrith.
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- GODSON, KATHERINE H., M.A. (Dublin), 3rd class Nat. Science Tripos, Cambridge (Girton), 1902; Cheadle House, Cheadle, near Manchester; Teachers' Diploma, 1903.
- GOLDSTRAW, EDITH ALICE, B.A., 1906; A.M. St. Chrysostom's Girls' School, Manchester.
- GOOCH, SYDNEY, B.Sc., 1903; M.Sc., 1906; A.M. St. Margaret's Higher Grade School, Princess Road, Liverpool, 1904.
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- LATLAND, ANNE HELEN, B.A., 1908; A.M. Abram, Bryn Gates Council School, Bamfurlong, Wigan.
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- LEA, THOMAS HENRY, *died 1894*.
- LEACH, ELLEN, 43 Arthur Street, Rochdale.
- LEACH, HERBERT, B.Sc., 1904; 89 Wellington Street, Bradford, Manchester; A.M. Maritzburg College School, Natal, South Africa.
- LEAH, ANNIE, B.Sc., 3rd class Botany, 1907; M.Sc., 1910; Penn House, Bank Top, Todmorden; Teachers' Diploma, 1908.
- LEAH, EDITH H., Inter. B.A., Penn House, Bank Top, Todmorden.
- LEAH, ETHEL A., A.M. Plymouth Grove Council (Infants) School, Manchester.
- LEE, ADA., B.Sc., 1907; The Cliffe, New Mills, Stockport; Student, Jena University, Germany, 1908.
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- LEES, FRANK, 104 Pett Street, Oldham.
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- LE MAR, MARGARET S. B., 101 Carr Road, Fleetwood.
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- LINDLEY, HENRIETTA, Woodfield, Alexandra Road South, Whalley Range, Manchester.
- LINDSAY, HENRY, 12 Bankfield Street, Bolton.
- LIPTRON, RICHARD, B.Sc., 1910; Ashleigh, Martland Mill Lane, Wigan.
- LISLE, MINNIE IDA, B.Sc., 1906; Science Mistress, Secondary School, Kentish Town, London, 1908.
- LISTER, HENRY HAINES, B.Sc., 1901; Assistant Inspector (L.E.A.), Education Office, Deansgate, Manchester.

- LITCHFIELD, AGNES MURIEL, B.A., 1909; 32 George Street, Cheetham Hill, Manchester.
- LLWELLYN, BENJAMIN, B.Sc., 1907; M.Sc., 1910; A.M. Urmston Higher Grade School; Heidelberg College, Heidelberg, Germany.
- LOYD, WM. THOS., 41 Leed Street, Radcliffe.
- LOBEL, Mrs. M., see Nessis, Bella.
- LOMAS, LUCY M., 41 Grafton Street, C-on-M., Manchester.
- LOMAS, MARGARET.
- LONGBOTTOM, MARION RENA, B.A., 1907; A.M. Roundthorn C. School, Oldham, 1907.
- LOOKER, GEORGE H., B.Sc., 1903; A.M. Pentre Higher Grade School, Rhondda, South Wales; Science Master, Higher Grade School, West Bridgeford, 1904-5.
- LOOKER, LOUISA, Hd.M. Infant School, Manchester.
- LOOSE, ALBERT N., Inter. B.Sc., A.M. The School, Prestbury, nr. Macclesfield.
- LORD, CICELY EVELINE, B.A., 1909; 37 Windsor Street, Uplands, Swansea.
- LORD, EMMA H., A.M. Hollingwood Council School, Hollingwood, Oldham.
- LORD, JOHN, B.A., 1895; Hd.M. Manley Park School, Manchester, from 1904; President, Manchester Principal Teachers' Association, 1909-10.
- LORD, JOHN WILLIAM, B.Sc., 1897; A.M. Municipal Secondary School, Manchester, and Principal of Branch Technical (evening) Schools, Newton Heath.
- LORD, LILLIAS A. (now Mrs. Albert Jowett), B.A., 1904; 20 Wellington Road, Bury, Lancs.; Ass. Teacher, P.T. Centre, Bury, Lancs., 1904-8.
- LOVE, JESSIE, B.A., 1904; M.A., 1906; A.M. Municipal Secondary School, Whitworth Street, Manchester.
- LOWE, CLAUDIUS ALEXANDER, A.M. Brookfield Council School, Gorton, Manchester.
- LOWE, HARRY M., 221 Moss Lane East; Woodiwis Exhibitioner in Chemistry.
- LOWE, HERBERT J., Inter. B.Sc., 1896; A.M. Warrington Lane Council School, Wigan.
- LOWE, JOHN, Highfield, Golborne.
- LOWE, SARAH HANNAH, B.Sc., 1898; Lecturer, Edge Hill Training College, Liverpool, 1899.
- LOWE, WILLIAM, 257 Hindlay Road, Westhoughton.
- LOWE, WM. H., 43 Torkington Street, Edgeley, Stockport.
- LUMB, LIZZIE, B.A., 1904; A.M. Shade Council School, Todmorden; Teachers' Diploma, 1904.
- LUNN, FLORENCE, B.A., 1910; 9 Grandsmere Place, Halifax, Yorks.
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- MALTY, SAMUEL EDWIN**, B.A., 1901; M.A., 1905; A.M. Sidcot School, Somerset; Ass. Lecturer and Demonstrator in Education, Manchester University, 1907-10; Teachers' Diploma, 1904.
- MANOCK, CALLIOY, B.A.**, 1903; M.A., 1906; A.M. Secondary School, Heanor, 1908.
- MANSFIELD, MARION**.
- MARK, H. THISELTON**, B.Sc., 1898; Lecturer in Education, Manchester University; Shuttleworth Scholar, 1888; English Essay English Essay Prize, Cobden, Club; Gilchrist Travelling Student, 1897; M.A., London, 1905; Teachers' Diploma, 1897.
- MARKSON, R.**, *died 1899*.
- MARQUIS, FRED JAMES**, B.Sc., 1906; Warden, The University Settlement, Park Street, Liverpool, 1909; Mathematical Master, Burnley Grammar School, 1906-8; Organising Secretary, N.H.R.U., 1908-9.
- MARSDEN, DORA**, B.A., 1903; Organiser, W.S.P.U., 1909; A.M. at P.T. Centre, Colchester, 1904; A.M. at P.T. Centre and Preparatory Classes, Altrincham, 1905-9.
- MARSDEN, HERBERT**, B.Sc., 1st class Hons. Chemistry, 1909; Lecturer, Technical College, Huddersfield; Lancashire C.C. Scholarship.
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- MARSHALL, FREDERICK WILLIAM DYSON**, B.Sc., 3rd class Hons. Chemistry, 1905; M.Sc., 1907; B.A., Cambridge, 1910; A.M. Westminster City School; A.M. Fielden Demonstration School, 1906-8; Teachers' Diploma, 1906.
- MARSHALL, HANNAH ETHEL**, B.A., 1904; M.A., 1906; A.M. Leigh Grammar School, 1907; Leigh P.T. Centre, 1905-7.
- MARSHALL, JOS. WM.**, B.Sc., 1898; A.M. Leighton House School, Carnforth; Tutor R.C. Training College, Hull.
- MARSHALL, MARY ELIZABETH**, B.A., 1903; M.A., 1906; A.M. Broughton and Crumpsall High School for Girls, 1907; Scholarship for Training at Maria Grey College.
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- Gilchrist Travelling Student 1896-7; Walters Modern Language Scholarship; Samuel Robinson Prize; Teachers' Diploma, 1895.
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- MATHEE, ERNEST, B.Sc., 1906; A.M. St. John's School, Cheetham, Manchester.
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- MATTHIAS, EMILY, B.A., 1905; Research Student in Education; A.M. Potteries' P.T. Centre, Hanley, 1905-10.
- MATTHIAS, EVELINE, 22 Snow Hill, Shelton, Stoke-on-Trent.
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- MCINTYRE, CHARLES CAMPBELL, B.Sc., 1905; A.M. Brookfield Council School, Gorton, Manchester.
- McLAINE, HELEN MARGARET, B.A., 1908; Brabyns House, Marple; Teachers' Diploma, 1909.
- McLEOD, HUGH, B.Sc., 1910; A.M. Frederick Road Council School, Salford.
- McNAMARA, JOHN, 176 Princess Road, Moss Side, Manchester.
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- MELLOR, JESSIE M., Student, Education Department, Manchester.
- MELLOR, LILY, B.A., 1910; A.M. Wellington Road School, Hanley.
- MERCER, ALFRED, B.Sc., 2nd class Hons. Chemistry, 1910; M.Sc., 1910; A.M. Nelson School, Wigton, Cumberland.
- MERCER, JENNY, 187 Downham Street, Blackburn; Robert C. Ratchiffe Scholarship.
- MERRICK, JAMES, B.Sc., 1908; A.M. Holy Trinity School, Blackley, Manchester; L.C.P.
- MEYER, JAS. HOLFORD, B.Sc., 1910; 28 Tavistock Road, Spa Road, Bolton.

- MIDDLEHURST, ADA E., 836 Ashton Old Rd., Hr. Openshaw, Manchester.
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- MILLAR, Mrs. JOHN, see Steele, Lily.
- MILLMAN, OLIVER JOHN, B.A., 1902; Missionary, Udayaqiri, Ganjam Dt, India; Baptist Mission High School, affiliated to Calcutta University, Serampore, Bengal, India, 1903.
- MILLROY, F. C. E., *died 1902*.
- MILLS, CHARLES, *deceased*.
- MITCHELL, HERBERT, Cemetery House, Cheadle, Cheshire.
- MITCHELL, LILIAN, B.A., 1908; A.M. All Saints Girl's School, West Gorton, Manchester.
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- MORAN, MARGARET ELIZABETH, B.Sc., 1906; Science Mistress, Ducie Avenue Central School, Manchester.
- MORGAN, ALDWYTH KATE, B.A., 1904; A.M. Chippenham District and Technical School, 1907.
- MORGAN, ANNIE, B.A., 1906; A.M. Girls' Secondary School, Portsmouth, 1906.
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- MORRIS, WILLIAM L., Inter. B.Sc.; Mytton Lodge, Whalley, Lancs.
- MOSELEY, FRED., A.M. Christ Church School, Bradford, Manchester.

- MOSELEY, JOHN, Inter. B.Sc.; A.M. St. Hilda's School, Old Trafford, Manchester.
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- MYLES, THOS. H., M.A. Rebby-with-Wrea Endowed School, Wrea Green.
- NAYLOR, ALICE, B.Sc., 1903; 73 Castle Street, Bolton; Science Mistress, Municipal Secondary School, Bolton, 1903-7.
- NAYLOR, ERNEST BROOKS, B.Sc., 2nd class Hons. Chemistry, 1897; M.Sc., 1900; Hd. of Chemistry Department, Mining and Technical College, Wigan, 1905; Lecturer in Chemistry, Technical School, Wigan, 1902-5; London Matric., Hons.; F.C.S.; A.I.C.
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- NEEDHAM, ELIZABETH, B.A., 2nd class Hons. English, 1900; M.A., 1903; Assistant in Education Department, University of Manchester, 1910; A.M. Ladybarn House School, Withington; Gilchrist Travelling Student, 1904; Shakespeare Prize, 1899; Teachers' Diploma, 1901.
- NEILL, MARY, B.A., 1907; A.M. Secondary School, Blackpool, 1907.
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- NEWNS, SAMUEL J., B.A., 1908; A.M. Technical Institute, Chippenham, Wilts.
- NEWTON, ADELAIDE ANN, B.A., 1903; M.A., 1903; A.M. Glossop Secondary School, 1906.
- NEWTON, C. V., A.M. Central School, Oswald Road, Chorlton-cum-Hardy, Manchester.
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- NIGHTINGALE, FLORENCE, B.A., 1907; M.A., 1908; A.M. Secondary School, Millom, Cumberland, 1907.
- NIGHTINGALE, THOMAS MARGINSON, B.Sc., 1896; A.M. Municipal Secondary School, Bolton.
- NOAN, CONSTANCE MADGE, B.A., 1908; A.M. Hr. Elementary School, Sale, Cheshire.
- NORLE, ANNIE, 299 Gidlow Lane, Wigan.

- NORCLIFFE, CLARA, B.A., 1909; M.A., 1910; Claremont, Lissom Grove, Hale; Teachers' Diploma, 1910.
- NORRIS, MRS., B.Sc., 1908; Lake View, Darwen; see Harrop, Dorothy.
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- O'NEILL, MRS. H. C.; see Speakman, Elizabeth.
- OPENSHAW, FRANK, Inter. B.Sc., 1898; A.M. Bradley School, Nelson.
- OPPENHEIMER, MRS. LOUIS; see Northrop, Jessie M.
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- ORRELL, MABEL E., 39 St. Alban's Street, Rochdale.
- ORRELL, WALTER W., B.Sc., 1895; A.M. Central School, Rochdale, 1898.
- OSBALDESTON, WM. GILBERT, B.Sc., 1898; Teacher of Physics, Cheetham Central School, Manchester, 1896.
- OSBORNE, MURIEL, 132 Shaw Heath, Stockport.
- OULTON, LLEWELLIN, B.Sc., 1908; Warmingham, Crewe.
- OWENS, DORA, B.A., 1910; 88 Gt. Clowes Street, Broughton, Manchester.
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- PARTISH, JESSIE M., B.A., 2nd class Hons. History, 1909; M.A., 1910; A.M. Girls' Secondary School, Bootle; Graduate Scholar; Teachers' Diploma, 1910.
- PARK, EDWARD CHARLES, B.Sc., 1906; A.M. Boys' Council School, Pontllanfraith, near Newport, Monmouth.
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- PARKER, GEORGE HENRY, B.A., 1896; Principal, Scott Christian College, Nagercoil, Travancore, South India, since 1900; Principal, Lancashire College Settlement, 1898-1900; Teachers' Diploma, 1900.
- PARKER, IRENE, B.A., 1903; Tutor, Secondary Students' Convent, Liverpool; Cherwell Hall, Oxford, 1908-9.
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- PARKER, WALTER T., B.A., 1908; A.M. Howard Gardens M.S. School, Cardiff.
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- PARKES, MRS. S.; see Corson, Hilda.
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- PARKINSON, SARAH A.
- PARKINSON, THOS. WM. FARADAY, B.Sc., 1895; M.Sc., 1904; A.M. Municipal Secondary School, Manchester; Vice-Chairman, Geographical Society, Manchester Branch, 1909-10; Lecturer in Summer School of Geography, Oxford, 1910.
- PARTINGTON, JAMES R., B.Sc., 1st class Hons. Chemistry, 1909; 52 Eustace Street, Bolton; Research Student, Manchester University; Beyer Fellowship, 1910; Graduate Scholarship, 1909.
- PARTINGTON, WINIFRED, "Westgate," Lostock Park, Bolton.
- PATCHETT, JOSEPH L., B.Sc., 1901; A.M. Stanley Grove Council School, Manchester.
- PATTERSON, ROSA, 2nd class Math. Tripos (Cambridge); M.A. (Dublin); Hd.M. High School for Girls, Eccles Old Road, Pendleton; Teachers' Diploma, 1902.
- PATRIBOUX, FLORENCE (now Mrs. F. J. W. Rycroft), B.A., 1899; Woodlands House, Cheetham Hill, Manchester; A.M. Cheetham Higher Elementary School, Manchester.
- PAULL, MARGARET CAROLINE, B.A., 2nd class Hons. Modern Languages, 1907; M.A., 1909; The London Mission, Hankow, China; A.M. High School for Girls, Manchester, 1908-10; Diploma, 1908.

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- PEARSALL, WM. H., School House, Dalton-in-Furness.
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- PENDLEBURY, JAMES W., Police Station, Cark-in-Cartmel.
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- UNDERWOOD, JOHN M., 185 Windsor Road, Oldham.
- VARLEY, BENJAMIN, B.A., 1910; A.M. Union Chapel Council School, Stockport.
- VARLEY, RUSSELL, 567 Market Street, Whitworth, nr. Rochdale.
- VICKERS, WILFRID, 73 Brownlow Road, Horwich, Bolton.
- VINER, MARY (now Mrs. Claydon), B.A., 1907; 411 Park Road, Oldham.
- WADDINGTON, DOROTHY, B.A., 1904; Form Mistress, Municipal Secondary School, Manchester.
- WADDINGTON, MARIE E., 103 Park View, Newtown, Wigan.
- WADDINGTON, WM. W., 266 Rishton Lane, Great Lever, Bolton.
- WADSWORTH, AMY, B.A., 1905; A.M. Waterloo Secondary School, Oldham.
- WADSWORTH, NELLIE, Ferncliffe, Gore Crescent, Pendleton, Manchester.
- WAITE, DOROTHY H., Student, University of Manchester.
- WAITE, HAROLD H., Inter. B.Sc., 1896; A.M. Cheetham Central School, Manchester.
- WAITE, HAROLD, Inter. B.Sc.; 19 Prince George Street, Oldham.

- WAKEFIELD, FLOBBIE, 196 Mottram Road, Godley, Hyde.
- WALFORD, DORA, 112 Monmouth Street, Rusholme, Manchester; formerly A.M. at Fielden Demonstration School.
- WALKER, EDGAR C., Inter. B.Sc.; A.M. Borough School, Crewe.
- WALKER, LILIAN MARY, A.M. Municipal Secondary School, Bury.
- WALKER, WILLIAM, B.A., 1896; M.A., 1908; Lecturer, Birbeck College, London; A.M. Secondary School, Accrington, 1905-8 1st in Hons. London Matric.; B.Sc., London, 1906.
- WALMSLEY, GEORGE JAMES, B.Sc., 1st class Hons. Mathematics; M.Sc., 1909; A.M. Ashbourne Grammar School, Derbyshire; Teachers' Diploma, 1909.
- WALMSLEY, WILLIAM A., B.Sc., 1910; Lower Willows, Lamack, Blackburn.
- WALSH, GERTRUDE MAUD, B.Sc., 1907; M.Sc., 1908; Science Mistress, High School for Girls, Manchester, 1908; Student, University of Manchester, 1907-8.
- WALSH, JAMES THOMAS, B.Sc., 1896; Phys. Lab., Brae Street, Council School, Liverpool, 1905; Tattersall Exhibitioner.
- WALTON, S. L., 26 Church Road, Chorlton-cum-Hardy, Manchester.
- WARBURTON, STANLEY, Woodside, Poynton, nr. Stockport.
- WARBURTON, THOMAS M., 151 Upper Brook Street, C.-on-M., Manchester.
- WARD, MRS. RICHARD; see Houghton, Elizabeth A.
- WARD, PERCY F., 72 Burton Road, West Didsbury, Manchester; Hulme Hall Entrance Scholarship, 1907.
- WARDLOW, ETHEL, B.A., 1906; Lecturer, The Hiatt College, Wellington, Salop; Formerly A.M. Loughton High School for Girls, Essex; Teachers' Diploma, 1907.
- WARE, ROWLAND, *died 1904*.
- WAREING, JOSEPH A., 14 Acre Street, Denton.
- WAREING, MARION, 6 Cranbrook Street, Oldham.
- WARRINGTON, IDA MARGUERITE (now Mrs. Cowley), B.A., 1906; M.A., 1907; Formerly A.M. Ardwick Higher Elementary School, Manchester.
- WATERHOUSE, CARRIE W., A.M. Cowley Girls' Secondary School, St. Helens.
- WATERHOUSE, EDGAR, 72 Wellington Street, Bradford, Manchester.
- WATERHOUSE, HILDA, Stoneycroft Lane, Liverpool.
- WATKINS, WILLIAM M., 158 Haydock Street, Earlestown.
- WATSON, ALICE MARY, B.A., 1910; Springfield, Werneth Hall Road, Oldham.
- WATSON, LILY, 126 Hyde Park Road, Headingley, Leeds.
- WATTON, SYDNEY LEONARD, 26 Church Road, Chorlton-cum-Hardy, Manchester.
- WAUGH, WILLIAM, Inter. B.Sc., A.M. Princess Road School, Moss Side, Manchester.

- WEAVER, ETHEL, Langfield, Layland, Preston.
- WEBSTER, LILY, (now Mrs. Aldred), B.A., 1909.
- WEBSTER, JOSEPH SIDNEY, B.Sc., 1899; Lecturer, Municipal D.T. College, Princess Street, Manchester; A.M. Pupil Teachers' College, Manchester, 1899-09.
- WEBSTER, GLADYS, A.M. Oxford Grove Council School, Bolton.
- WEBSTER, LOUIE C., 100 Davenport Street, Bolton.
- WEBSTER, MARY ELIZABETH, B.A., 1901; 140 Marlborough Road, Higher Broughton; A.M. Broughton Street Board School, Manchester, 1901-3; now Mrs. Wm. Flower.
- WELCH, MARGARET JANET, B.A., 2nd class Hons. Modern Languages, 1909; A.M. Secondary School, Welshpool, Montgomeryshire; Teachers' Diploma, 1910.
- WESTON, DOROTHY, 54 Denmark Road, C.-on-M., Manchester.
- WESTON, ELSIE MARGARET, B.A., 1910.
- WEYER, ELSIE, Park View, Fence Avenue, Macclesfield.
- WHALE, ALICE GERTRUDE, B.A., 1905; M.A., 1906; A.M. Girls' Secondary School, Stretford Road, Manchester, 1906.
- WHALE, LUCY ULRICA, B.A., 1906; M.A., 1907; A.M. Salford Municipal Secondary School and P.T. Centre, 1907.
- WHALLEY, HARRY, B.Sc., 1906; A.M. Harris Institute, Preston.
- WHALLEY, GEORGE WM., B.Sc., 1909; A.M. H. G. School and P.T. Centre, Scunthorpe, Lincs.
- WHEELER, EDITH H., 69 Dickenson Road, Rusholme, Manchester.
- WHITAKER, MABEL, B.A., 1909; M.A., 1910; Coed Isaf, Kemmerley Road, Stockport; Teachers' Diploma, 1910.
- WHITE, CECIL, B.Sc., 1910; 12 Chapel Street, West Gorton, Manchester.
- WHITE, MARGARET, B.Sc., 1909; M.Sc., 1910; 89 Barton Road, Stretford; Beyer Fellow, 1910; Heginbottom Scholarship, 1907.
- WHITE, MARY IRENE, B.A., 2nd class Hons. English, 1908; M.A., 1909; 1177 Chester Road, Stretford; Lancashire C.C. Scholar, 1905; Teachers' Diploma, 1910.
- WHITEHEAD, ARTHUR HINTON, B.Sc., 1906; A.M. Grammar School, Mirfield, Yorkshire.
- WHITEHEAD, CYRIL S., 131 Hayfield Road, Birch Vale, nr. Stockport.
- WHITEHEAD, JAMES EDWARD, B.A., 1908; M.A., 1908; Formerly A.M. Fielden Demonstration School; Teachers' Diploma, 1907.
- WHITEHEAD, MRS. JERRY; see Popple, Lillian.
- WHITEHEAD, TOM, 192 Oldham Road, Failsworth.
- WHITELEY, JOHN HAROLD, c/o Education Committee, Halifax.
- WHITESIDE, JOHN, B.A., 1893; Hd.M. Central Council School, Bridlington, E. Yorkshire; President of Owens Club, 1909.
- WHITNALL, EDWARD J., B.Sc., 1908; A.M. Ducie Avenue Elementary School, Manchester.
- WHITTAKER, CHAS. L., A.M. British School, Read., Blackburn.

- WHITTAKER, ROSLYN, B.A., 1909; 15 Chester Road, Macclesfield; Cheshire C.C. Scholarship, 1906.
- WHITTAKER, MRS. J. E.; see Fletcher, Annie C.
- WHITTLES, WILLIE, B.Sc., 1908; A.M. Church Road Council School, Yardley, Birmingham.
- WIGLEY, ELSIE M., 89 Shakespeare Street, C.-on-M., Manchester.
- WILBY, FLORENCE, 32 Manor Road, Altrincham.
- WILCOCK, ALICE E., 34 Derwent Road, Lancaster.
- WILDRIDGE, ARTHUR WESTLEY, B.Sc., 3rd class Hons. Physics, 1906; M.Sc., 1908; A.M. Bournemouth School.
- WILKINSON, ARTHUR CECIL, A.M. North Reddish School, Stockport.
- WILKINSON, DOROTHY CONSTANCE, B.A., 1904; A.M. County Secondary School, Hyde, 1905.
- WILKINSON, MARION, B.A., 1904; M.A., 1906; A.M. Municipal Secondary School, Bury; Teachers' Diploma, 1906.
- WILKINSON, PATTIE ELIZA, B.A., 1908; M.A., 1909; 3 Monmouth Street, Bury.
- WILKINSON, WILLIAM, Inter. B.Sc.; *died* 1906.
- WILKINSON, JOHN J., 31 Bishop Street, Moss Side, Manchester.
- WILLATT, RICHARD L., 99 Dartmouth Street, Burslem.
- WILLATT, JOHN, Wilfred Place, Stoke-on-Trent; Hulme Hall Entrance Scholarship.
- WILLETT, GEORGE, B.A., 1910; A.M. Baille Street Council School, Rochdale.
- WILLIAMS, ANNIE J., Tan y Bryn, Penmorfa, Portmadoc.
- WILLIAMS, ESTHER, B.A., 1904; A.M. Municipal Secondary School, Manchester.
- WILLIAMS, FREDERIC JOHN, B.Sc., 1908; A.M. St. Pauls School, Brunswick Street, Manchester.
- WILLIAMS, GEORGE, B.A., 1907; A.M. Grammar School, Leigh.
- WILLIAMS, GLADYS, 4 Stamford Street, Chorlton-cum-Hardy, Manchester.
- WILLIAMS, JESSIE G., B.A., 1903; A.M. Heckmondwike Secondary School; Teachers' Diploma, 1904.
- WILLIAMS, MARGARET, B.A., 1908; M.A., 1909; Esk Lea, Whalley Avenue, Sale.
- WILLIAMS, MARGARET E., A.M. Pentre Infants' Council School, Ystrad, Glamorgan.
- WILLIAMS, ROBERT B., 243 Dean Road, Bolton.
- WILLIAMS, THOS. A., B.Sc., 1910; 142 Ashton Road, Denton, Manchester.
- WILLIAMSON, LILLIAN, B.A., 1901; A.M. Secondary School, Ashton-u.-Lyne; Teachers' Diploma, 1901.
- WILLIAMSON, ALICE F. A., 13 Liverpool Road, South Birkdale, Southport.

- WILLIS, EDITH, M.A. (Dublin), 2nd class Math. Tripos (Cambridge); A.M. Manchester High School for Girls, Dover Street, Manchester; Teachers' Diploma, 1905.
- WILLIS, FRANK, B.Sc., 1910; A.M. Fielden Schools, Victoria Park, Manchester.
- WILLIS, FREDK., WM., 16 Claremont Range, Gorton, Manchester.
- WILLIS, JANET CAROLINE NICOLSON, B.A., 1904; M.A., 1908; 75 Heaton Moor Road, Heaton Moor, Stockport; Teachers' Diploma, 1906.
- WILMORE, SARAH ELIZABETH, B.A., 1903; A.M. Darwen Secondary School, 1905.
- WILSON, ALBERT K., 56 Salisbury Street, Bolton, Lancashire.
- WILSON, CHAS. W., Inter. B.Sc., A.M. Municipal School, Embden Street, Hulme, Manchester.
- WILSON, ENID E., 4 Woodbine Street, Moss Lane East, Manchester.
- WILSON, EDITH, B.A., 1909; 188 Coppice Street, Oldham.
- WILSON, LOUISA MARGARETTA.
- WILSON, RICHARD, A.M. Hague Street Municipal School, Newton Heath, Manchester.
- WILSON, WINIFRED, B.Sc., 1907; A.M. Municipal High School for Girls, Rotherham, Yorks, 1907.
- WINDASS, ALBERT K., The Hall, Osbaldwick, nr. York.
- WINFIELD, HENRIETTA, 1 Bedton Road, Knutsford.
- WINNARD, JOHN, 1 Holt Street, Hindley, Wigan.
- WINSTANLEY, ETHEL, B.A., 3rd class English, 1904; M.A., 1906; Hill Meadow, Astley Bridge, Bolton; English Mistress, Intermediate School for Girls, Newport, Monmouth, 1906; Teachers' Diploma, 1905.
- WINSTANLEY, MAUDE, B.A., 1910; 144 Platt Lane, Rusholme, Manchester.
- WISE, LYDIA BEATRICE, B.A., 1908; M.A., 1910; A.M. Upper Jackson Street Municipal School, Manchester.
- WOOD, EDITH GLADYS, (now Mrs. H. A. Robinson), B.A., 1906; Formerly A.M. Southall Street Municipal School.
- WOOD, ELINOR, 83 Lytham Road, Blackpool.
- WOOD, HARRIET HELENA, B.A., 1907; 16 Chester Road, Halifax.
- WOOD, JANE F., B.A., 1896; Municipal Secondary School, Manchester.
- WOOD, LUCY, Prestwich.
- WOOD, SARAH A., 535, Middleton Road, Oldham.
- WOODALL, SAMUEL JAMES, B.A., 2nd class Hons. English; M.A., 1907; Lecturer in English, University of Strassburg, since 1908; Teachers' Diploma, 1907.
- WOODCOCK, ADA WINIFRED, B.A., 1903; M.A., 1908; 24 Upper Chorlton Road, Chorlton, Manchester; Assistant Editor of "The Common Cause," 1909; Urmston Higher Grade School, 1904-5; Teachers' Diploma, 1904.
- WOODHEAD, JAMES, 3 Openshaw Street, Bury.

- WOODS, ROBERT, Inter. B.Sc., *died 1897*.
- WOOLLEY, BERTHA ELIZABETH, B.Sc., 1901; M.Sc., 1905; A.M. Whalley Range High School, Manchester.
- WOODS, MEDORA, A.M. Elm Grove School, Brighton.
- WORMWELL, CHAS. E., 102 Crumpsall View, Blackley, Manchester.
- WORRALL, BESSIE, B.A., 1910; Oakwood, Hamilton Road, Whitefield, nr. Manchester; Teachers' Diploma, 1910.
- WORSWICK, MILLICENT FREDERICA, B.Sc., 1902; B.A., 1906; A.M. County High School, Leyton, Essex; Teachers' Diploma, 1905.
- WRAGG, FLORENCE, 18 Plymouth Grove, C-on-M., Manchester.
- WRIGHT, ARTHUR, 78 Winwick Street, Warrington.
- WRIGHT, EMILY, B.A., 1905; A.M. Municipal Secondary School, Ashton-u.-Lyde, 1905.
- WRIGHT, FRANCIS, Rixteth Hill, Harrow.
- WRIGHT, JESSIE, B.A., 1st class Hons. Classics, 1910; M.A., 1910; A.M. Fielden Demonstration School, Manchester, 1910; Bleackley Entrance Scholarship, 1906, and the Victoria Scholarship in Classics, 1909; Graduate Scholarship, 1910.
- WRIGHT, RICHARD BERTRAM, B.Sc., 1905; Science Master, Mirfield Grammar School, Yorkshire, 1905.
- WRIGLEY, MARION, B.A., 1904; M.A., 1909; Bacup P.T. Centre; Teachers' Diploma, 1904.
- WYATT, STANLEY, 131 Hayfield Road, Birch Vale, nr. Stockport.
- YATES, ADA B., 165 Edmund Street West, Rochdale.
- YATES, CLARA, 133 Beatrice Terrace, Darwen.
- YATES, EDWARD, B.Sc., 1903; A.M. Hotham Road Council School, Putney, S.W.
- YATES, JOHN WM., B.Sc., 1896; M.Sc., 1903; Science Master, Cowley Schools, St. Helens, 1904; Diploma in Education, Oxford, 1899.
- YELDHAM, ELSIE M., 11 Hinckley Road, Peckham, London, S.E.
- YOUNG, AMY B., 194 Drake Street, Rochdale; appointment in Rochdale.
- YOUNG, BERNARD, B.Sc., 1910; A.M. Frederick Road Council School, Salford.
- YOUNG, MARGARET, 7 Radnor Place, Birkenhead.
- YOUNG, MALCOLM, B.A., 1907; A.M. Hoxton House Boys L.C.C. School, Hoxton N.
- YOUNG, ROBERT, B.Sc., 2nd class Hons. Chemistry, 1910; 56 Chester Street, Oldham.
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THE MANCHESTER (OWENS) CLUB.

(Formed 1895.)

OFFICERS, 1910.

President:

W. T. GOODE, M.A., 32, Arden Lodge, West Hill, Wandsworth,
London, S.W.

Past Presidents:

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|--|---|
| 1895-1902. W. T. GOODE, M.A. | 1905. Prof. M. E. SADLER, M.A., LL.D. |
| 1900-1902. Prof. H. L. WITHERS, M.A. | 1906. Prof. J. J. FINDLAY, M.A., Ph.D. |
| [L]. (Died Dec. 1902.) | 1907. W. CARROLL, Mus.Doc. |
| 1903. VICE-CHANCELLOR HOPKINSON. | 1908. H. THISELTON MARK, D.Lit.,
B.Sc. |
| 1904. Prof. J. J. FINDLAY, M.A.,
Ph.D. [L]. | 1909. JOHN WHITESIDE, B.A. |

Vice-Presidents:

- | | |
|----------------------------------|---------------------------------|
| Prof. J. J. FINDLAY, M.A., Ph.D. | Prof. M. E. SADLER, M.A., LL.D. |
| H. T. MARK, D.Lit., B.Sc. | W. CARROLL, Mus.Doc. |
| T. KEIGHLEY, Mus.Doc. | |

Hon. Treasurer:

J. MOSELEY, St. Hilda's School, Old Trafford, Manchester.

Hon. Secretary:

JOHN LORD, B.A., Manley Park School, Manchester.

The Objects of the Club:

1. To promote a fellow-feeling among the members and create a bond of sympathy between past and present members of the College.
2. To arrange for the Re-unions of members; one in summer and the other at Christmas.
3. To keep a complete record of past and present members of the (Training) College.

The Officers:

The affairs of the Club are administered by the following officers, who are elected by the members:—President, Vice-Presidents, Treasurer, Secretaries (internal and external), and a Committee, consisting of the foregoing officers and ten other members, of whom seven shall be past Students and three shall be present Students (one for each year).

Membership:

All past and present Students (men) of the Department of Education are eligible for membership.

Subscription:

The Annual Subscription is one shilling. Life membership is ten shillings and sixpence.

ROLL OF MEN STUDENTS.

(L=Life Member of Owens Club.)

1890.

Bailey, Charles James; Brickhill, Arthur A.; Brierley, Joseph; Brown, Thomas; Brown, John Thomas; Chester, William; Clegg, Samuel; Combes, James Y.; Fullen, Harry; Jones, Arthur; Kellett, Ernest; Lawton, William; Mitchell, Herbert; (L) Nightingale, Thomas M.; (L) Northrop, Frank; Pilcher, Herbert; Rayner, Thomas H.; Rostrom, Harold; Sheppard, Arthur; Smith, James H.; (L) Taylor, George F.; Trott, Herbert A.; Whiteside, John; Yates, Edward.

1891.

Adam, Alexander; Bell, Neville S.; (L) Bailey, Harold; (L) Brear, Arthur; Dutton, Frank; Graham, James L.; Grundey, Fred R.; Hartt, Richard; Heald, John F.; Kemp, Paul; Lord, John; Moseley, John; Nott, Arthur; Ormandy, Thos. K.; Orrell, Walter W.; (L) Pickford, George Hyde; Parkinson, Thos. W. F.; Pollitt, Samuel; Rigg, George H.; Rose, William A.; Sample, John; Sinkinson, James H.; Smith, Thomas; Thorley, Stanley W.; (L) Thornton, Arthur L.; Wilkinson, William; Whittaker, Chas. L.

1892.

Dawson, Harry; Dewanup, Ernest R.; Dinsley, Chas. F.; Goulden, Arthur F.; Greenwood, William; Hodson, Henry; Hollingsworth, Wm.; Lea, Thos. Henry; Matson, Joseph; Myles, Thos. H.; (L) Race, William; (L) Robson, Ernest S. A.; Saxon, Robert; Walsh, James T.; Woods, Robert.

1893.

Ashworth, Alan H.; Birnage, George A.; Boardman, Ernest; Boyle, David H.; Derbyshire, Harold E.; Dewhurst, James; Fallowfield, John E.; Hague, John Cecil; (L) Haynes, James H.; Moss, Alexander; Osbaldeston, Wm. G.; Robertson, David T. S.; Smith, Foster; Stansfield, Chas. S.; Stephenson, Robt. J.; Walker, William; Yates, John Wm.

1894.

Bateson, Thomas; (L) Catterall, Ernest E.; Davenport, George; Duxbury, Robert J.; Hall, William; Howden, S. Percy; Jones, J. R.; Lord, John W.; Lowe, Herbert J.; (L) Moore, James H.; (L) Naylor, Ernest B.; Perkins, Henry; Stansfield, Samuel; Taylor, George W.; Waite, Harold; Waugh, William.

1895.

Barrow, James H.; Birkby, John G.; Brereton, Neville; Hadfield, Benjamin; Holmes, J. E.; Jones, William C.; Marshall, Jos. W.; Scholfield, A. L.; Siddall, F.

1896.

Armitstead, Henry M.; Bowtell, Thos. H.; Clarke, Amos; Holmes, Frank W.; Holmes, J.; Lloyd, Wm. Thos.; Markson, R.; Openshaw, Frank; Rowlandson, Robert; Sanderson, A. S.; Smith, William; (L) Timpany, Harold M.; Webster, Joseph S. *Diploma*: Bateson, Thomas; Mark, H. Thiselton, Pollard, Francis Edward.

1897.

(L) Ewing, William P.; Fairbourn, Wm. W.; Fisque, A. W.; Hamnett, F. G.; Hindley, J. P.; Hornby, T. B.; Howard, Kennedy; Law, Harold; Lister, Henry H.; Mason, Harry H.; Reid, Alexander; Saunbury, Robt.; South, Arthur; Stringer, A. E.; (L) Sumner, E. J.; Sutcliffe, Henry; Ware, Rowland; Wilson, Richard.

1898.

Cooke, Matthew J. H.; (L) Dawson, Shepherd; Featherston, Sydney; Fletcher, David; Grindrod, Walton; Hallsworth, Harry M.; Helliwell, Hamlet; Holland, Robt.; Kain, Arthur; Morris, Alfred; Patchett, Joseph L.; Rawlins, S.; Rhodes, Edgar S.; (L) Rigby, Joe; Riley, Joseph; Roe, Harry; Russell, Ephraim; Sargent, Samuel R.; Telfer, James; Thorp, Harold K. K.; Williams, Robert B.

1899.

Bell, Albert H.; Briggs, Frank; Briggs, John T.; Callister, Wm. E.; (L) Charlesworth, John; Clarkson, Fred; Eckersley, William; Gregson, Harry; Hague, Harold; Heaketh, R. H.; Howard, George; Jackson, Robert; Jones, Ernest; Larard, B. E.; McGaw, S. A.; Millman, Oliver J.; Moseley, Fred; Newton, C. V.; Ogden, J. H.; Robinson, John O.; Shaw, Daniel T.; Smith, Frank W.; Smith, George F. *Diploma*: Parker, George Henry; Smith, William.

1900.

Blain, John; Brian, Percy; Brown, Sydney; Carroll, John B.; Crofts, George; Danson, George; Deakin, George Arthur; Dean, Thomas; (L) Fairbrother, William S.; Fothergill, A. S. C.; Gooch, Sydney; Hitchins, Ernest; Holden, Charles; Hoyle, Arthur E.; Hudson, James H.; Hughes, W. A.; Isherwood, J. G.; Kirkman, James; Leach, Herbert; Looker, George Henry; Milloy, F. C. E.; Mills, Charles; Randles, Joseph; Rimmer, Travis; Roach, Jos. L.; Rothwell, G. G.; Sarginson, William; Smallwood, James; Smith, Frank; Sykes, Albert; Tucker, Basil; Turner, Harry; Walker, Edgar C.

1901.

Altham, Josiah G.; Astbury, Alexander; Baldwin, J. McL.; Barber, J.; Begg, W.; Bengry, Percy H.; Branson, J. C. S.; Broome, J. S.; David, Wm. J.; Douglas, G. F.; Duckworth, Samuel; Hargreaves, Egerton; Hindle, R.; Hoyle, W. F.; Loose, Albert N.; Lowe, C. A.; Martin, A. E. C.; Nuttall, Harry; Park, Edward C.; Powell, Edward L.; Priestnall, John; Randall, Arthur; (L) Sandiford, Peter; Tomlinson, M.; Thompson, J.; Tunncliffe, B.; Whiteley, J. H.; Wright, Richard Bertram. *Diploma*: Bowtell, Thomas Henry.

1902.

Barker, W. B.; Barton, Thomas; Black, James; Burton, J. R.; Careswell, George M.; Charnock, James; Davies, F.; Fielding, Wm. Richard; Foster, Wm. Lewis; Fulton, R. B.; Gillman, Percy; Gledhill, Walter; Graham, Joseph W.; Heal, L. W.; Hickling, George; Holden, Edmund H.; Ireland, Clement A.; Jones, Arthur; Jones, Robert E.; McIntyre, C.; Pennington, T.; Rawsthorn, R. B.; Rock, F.B.; Rutter, G.; Sheffield, J. R.; Smith, E.; Storey, G.; Stringer, Wm.; Topham, L. W.; Towers, J. A.; Watton, S. L.; Wildridge, A. W. *Diploma*: Brentnall, Harold Cresswell; Roper, Reginald Edward.

1903.

Athersmith, Albert E.; Atkinson, Samuel J.; Bell, James; Bramwell, Frederick; Bromley, Harry; Burrell, Harry T.; Cockcroft, Clement R.; Dimmock, John; Duffin, Henry C.; Farrimond, Joseph; Gibbs, W. H.; Guest, George; Hall, Sidney; Hallworth, A.; Hepple, C.; Hoyle, David; Hunsworth, Herbert; Ingham, Harry; Ingham, William; Jefferson, R. Ernest; Jones, J.; Maguire, Harry; Marquis, F. J.; Mather, Ernest; Redfern, R.; Redfern, Walter; Riley, Joseph W.; Roberts, William; Roysda, Thomas; Simpson, Robert; Smith, Frank; Stevens, Robert H.; Whalley, Harry; Whitehead, Arthur H.; Whitnall, Edward J.; Wilkinson, A. C.; Wilson, Chas. W.; Woodall, S. J. *Diploma*: Bonney, James Patterson; Lawrence, Eric Harold; Maltby, Samuel Edwin; Rhodes, John Edgar.

1904.

Allcott, Arnold; Anderson, Jesse; Bancroft, Alf. E.; Batley, W. A.; Bellamy, Ernest A.; Bennett, Harold; Borland, H. B.; Broadbent, John; Butterworth, Harwood; Butterworth, Stephen; Cavill, Charles; Cheetham, Fred. T.; Colclough, T. P.; Coleclough, H. Tudor; Cottrell, Allin; Dawson, James F.; Dyke, T. J.; Firth, Jos. E.; Gerrard, Henry; Hawkes, John H.; Hill, James S.; Ingham, Walter; Jones, Evan; Jones, Evelyn G.; Jones, John W.; Llewellyn, Benj.; Mitchell, William; Morris, Andrew; Pearson, David; Rothwell, Harold; Saunderson, Fred; Shaw, Thomas; Thornley, Frank; Williams, George; Young, Norman M. *Diploma*: Schulze, Douglas Gordon.

1905.

Adamson, Alexander; Backhouse, Thomas; Baron, William; Beaton, Henry A.; Binns, Alfred; Booth, Thomas; Boulton, Harry; Bradshaw, G. A.; Bunting, Samuel J.; Byrne, George T.; Castle, Leonard J.; Cooke, Herbert S.; Cox, Frank; Dearden, Frank; Downs, Edmund; Draycott, Edwin G.; Fairbrother, Fred; Harcourt, Fredk.; Harrison, Albert S.; Hart, Robt. C. H.; Hayhurst, Walter; Hemsley, Godfrey H.; Hitchin, Robt. P.; Holt, Francis K.; Howarth, Walter; Hoyle, Arthur Wm.; Hughes, Benjamin; Jones, Edward; Merrick, James; Newns, Samuel J.; Ormesher, William; Oulton, Llewellyn; Parker, Walter T.; Robinson, Lionel McD.; Whittles, Willie; Williams, Fredk. J.; Wormell, Chas. E.; Wright, Francis. *Diploma*: Catterall, John Herbert; Garnett, James Holden; Kandel, Isaac Leon; Marshall, Frederick William Dyson; Rees, Caleb; Stockton, Charles Edward.

1906.

Arnfield, William; Bennett, Walter; Burrell, W. W.; Bury, Frank W.; Charlton, Edwin J.; Chater, Frank; Clayton, Norman; Eason, Herbert A.; Emmott, Robert; Gatley, Andrew O.; Greenhalgh, Nat.; Hill, Harry; Hodgson, Thos. E.; Holden, Henry S.; Holmes, Thos. E.; Hovell, Mark; Jackson, Isaac; Jackson, John; Johnson, N. Miller; Jones, Percy; Marsden, Herbert; Mercer, Alfred; Morris, Tom D.; Partington, James R.; Riding, George A.; Roscoe, Ernest; Silverstone, Maurice; Taylor, Albert; Walmsley, George F.; Whalley, George Wm.; Whitehead, Tom; Whittaker, Roslyn. *Diploma*: Green, Harold; Whitehead, James Edward; Woodall, Samuel James.

1907.

Adams, Joseph; Aldred, Harold; Barrow, Ernest J.; Buckley, William H.; Bullough, Joseph; Clegg, Frederick B.; Clegg, William A.; Dootson, Percy; Draycott, Ernest C.; Ellis, Oliver C. de C.; Fair-

ROLL OF STUDENTS

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clough, John; Fawell, George S.; Fee, Bernard W.; Fielden, John R.; Fox, Herbert; Freeman, Peter; Gibbs, George R.; Greenhalgh, Jas. A.; Hinchliffe, George H.; Hurst, William T.; Johnson, Wm. P.; Lawson, Henry H.; Liptrot, Richard, Maiden, Joseph P.; McLeod, Hugh; Morris, William L.; Munro, James McV.; O'Brien, Cornelius J.; Phillips, James O. R.; Sankey, William H.; Seddon, Fred; Sutcliffe, Albert O.; Tunstall, John; Tyson, Tom; Varley, Benjamin; Walmsley, William A.; Willett, George; Willis, Frank; Woodhead, James; Young, Bernard.
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1908.

Barnes, Frederick R.; Bateson, Hartley; Blackshaw, Rowland; Brierley, Wm. B.; Brown, Tom; Critchley, Frederick; Curzon, Thomas; Cuttler, George H.; Dobson, James W.; Duddle, William K.; Edge, Vernon; Fothergill, George H.; Gardner, Vincent; Hart, John W.; Haythornthwaite, Wm.; Holgate, Percy H.; Hope, Harry; Jackson, Ernest; Kay, John B.; Lantsberry, George E. H.; Lindsay, Henry; Montgomery, Walter; Parlby, Joshua; Pennington, Donald; Platt, James C.; Richards, Raymond S.; Robinson, Arthur S.; Round, Cecil; Sargeant, Frank; Searle, Milton M.; Shatwell, Hugh G.; Singleton, Frank C.; Smith, Quinton L.; Stirland, John; Swallow, George H.; Tomlinson, Hubert; Tomlinson Wm. H.; Vickers, Wilfred; Ward, Percy F.; White, Cecil; Williams, Thos. A.; Wilson, Albert K.; Windass, Albert K.; Winnard, John; Wright, Arthur; Young, Robert.
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1909.

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Balshaw, Walter; Bishop, Wm. B.; Breakell, Albert S.; Bury, James H.; Caley, Chas. E.; Crawford, Wm.; Edwards, Joseph; Eva, Wilfrid H.; Gibson, Robert E.; Gifford, Philip H.; Grimshaw, Harold S.; Harrison, Frank A.; Haworth, Peter; Helm, John H.; Higgins, Leonard T.; Holt, Tom; Howarth, Willis O.; Hynes, James E.; Jackson, Harold; Jones, Henry L.; Kaye, Wm. E.; Kelly, Thomas J.; Lee, Frederick H.; Lees, Frank; Lowe, Harry M.; Lowe, John; Lowe, William; Lythgoe, Norman L.; Mellor, Harry A.; Morris, Harold R.; Parker, James; Pearsall, Wm. H.; Pinder, Thomas S.; Powell, Arthur L.; Rogers, James; Rowbotham, Albert; Shaw, James; Smethurst, Arthur; Smith, Kenneth; Stafford, Francis J.; Struthers, William H.; Varley, Russell; Waite, Harold; Watkins, Wm. M.; Wilkinson, John J.; Willatt, Richard L.; Willis, Frederick Wm. *Diploma*: Dagutski, H.; Meyer, J. H.; Platt, Bevis.

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1893.

Bunting, Florence; Charlton, Nellie; Firth, Margaret Ann; Lee, Rose Evelyn; Looker, Louisa Edith; Northrop, Jessie M.; Shaw, Harriet; Start, Laura Emily; Stott, Alice Elizabeth; Teggins, Lucy; Wilson, Louisa Margaretta; Wood, Jane Fearn.

1894.

Bagshaw, Edith M.; Best, Rachel; Grime, Jessie; Hindshaw, Winifred; Mitchell, Mary J.; Reid, Annie M.; Steward, Emma L.; Talbot, Maud; Walker, Lilian May.

1895.

Hopkins, Ellen; Hopkins, Ethel; Houghton, Elizabeth A.; Lowe, Sarah H. *Diploma*: Marsland, Mary Kelsall.

1896.

Atkinson, Roberta M. M.; Brentnall, Elizabeth, D.; Brown, Catherine; Bullough, Florence; Burton, Marguerite; Chambers, Ethel; Derby, Emily; Hughes, Marianne M.; Jackson, Mary Matilda; Kelly, Clara Julia; Kelsall, Ethel; Patteux, Florence; Speakman, Elizabeth. *Diploma*: Holme, Ursula; Began, Margaret Mary.

1897.

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1898.

Bagshaw, Lilian, Jane; Birkby, Mary J.; Corson, Hilda; Dickerson, Emily; Dutton, Ethel; Edward, Nelly; Etchells, Clara J.; Frow, Florence; Hague, Florence M.; Heath, Emily C.; Hitchings, Florence; Houghton, Agnes; Reid, Mary; Robertson, Jane C.; Smith, May A. S.; Stirling, Annie; Stone, Gertrude; Williams, Gladys H.; Williamson, Lilian; Winfield, Henrietta S.; Woolley, Bertha E. *Diploma*: Roberts, Eleanor.

1899.

Atkinson, Muriel Jessie Baronne; Baguley, Mary; Birkby, Lucy Eleanor; Bowtell, Louisa Minnie; Bullough, Louisa; Craig, Elsie; Derby, Mildred; Fletcher, Harriett Mary; Greenhalgh, Marian; Hindshaw, Florence Pye; Holt, Ellen W.; Kirk, Frances May; Middleton, Florence Jane; Peel, Selina; Quaas, Alma Emma; Ramsden, Agnes; Robinson, Ethel Frances; Steele, Lily Henly; Stott, Amy Jane; Watson, Lily. *Diploma*: Johnston, Adeliza Norman.

1900.

Barton, Marion; Cartwright, Emily; Chadwick, Caroline; Dawson, Margaret; Dowler, Helen; Gowan, Edith Mary; Hadfield, Frances Ella; Hargreave, Nellie; Linforth, Edith M. E.; McCormack, Margaret Lillian; Manock, Calliroy; Marsden, Dora; Marshall, Mary Elizabeth; Martin, Charlotte Nicoll; Naylor, Alice; Newton, Adelaide Ann, Parker, Irene; Roscoe, Jessie; Smith, May; Swithenbank, Dora; Thomason, Elizabeth Ann; Wadsworth, Nellie; Webster, Mary E.; Wilmore, Sarah Elizabeth; Williams, Jessie. *Diploma*: Coignon, Caroline; Elliott, Mabel Alice; Gorst, Isabel Grant; Needham, Elizabeth; Orr, Jessie Farquhar; Slater, Winifred.

1901.

Bedford, Mabel Estella; Bullough, Alice; Clarke, Katherine; Clayton, Edith; Cliff, Rose Gertrude; Cocks, Mabel Angelina; Coxson, Esther Shelmerdine; Edwards, Gwendolen; Etchells, Rose; Hampson, Annie Farnworth; Houghton, Amy; Heap, Florence Annette; Howarth, Aileen; Jackson, Mary; Lomas, Margaret Ann; Lord, Lillias Anne; Love, Jessie; Marshall, Hannah Ethel; Morgan, Aldwyth Kate; Newton, Mary Hewitt; Shearman, Bertha; Twiss, Sarah; Waddington, Dorothy Constance; Wilkinson, Dorothy C.; Williams, Esther. *Diploma*: Bottomley, Winifred; Chisholm, Alice Thornley; Crawshaw, Kate; Morris, Lucy; Patterson, Rosa.

1902.

Bottomley, Christine; Butterworth, Dora; Clague, Nessie; Farmer, Amy; Fraser, Kate; Garlick, Winifred; Hamilton, Elizabeth Georgina; Hewlett, Edith; Holmes, Helena Amy; Ingham, Sarah; Kerahaw, Henrietta; Keyte, Margaret; Lindley, Henrietta; Matthias, Emily; Ormerod, Grace; Parkes, Margery Moyle; Ramsbottom, Sarah; Rea, Catherine; Robinson, Rosa; Shephard, Ruth; Smith, Maud; Spencer, Mary; Stevenson, Maud; Wadsworth, Amy; Whale, Alice; Wood, Edith; Wright, Emily. *Diploma*: Crawshaw, Margaret; Dodge, Eva; Faraday, Lucy Winifred; Godson, Katherine; Jones, Gertrude Hilda; Prior, Theodora; Stevenson, Elsie Carolina; Thompson, Ethel.

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1903.

Aydon, Matilda; Barker, Adeline; Brooks, Elizabeth; Clements, Sarah; Collins, Clara; Coward, Katherine; Craven, Clara; Duckworth, Clara or Christine; Edwards, Sarah; Entwisle, Maud; Goldstraw, Edith; Gordon, Beatrice; Green, Ellen; Hilton, Nellie; Howe, Ethel; Ingham, Amy; Law, Marion; Lisle, Minnie; Looker, Louisa; Lord, Emma; Moran, Florence; Moran, Margaret; Morgan, Annie; Muscott, Ethelreda; Neill, Mary; Norris, Dorothy; Pickles, Edna; Porter, Mary; Alice; Smith, Mabel; Stafford, Ethel; Warrington, Ida M.; Whale, Lucy; Wood, Harriet Helena. *Diploma*: Boss, Elizabeth Wilson; Folkard, Muriel Bracewell; Hayhurst, Florence; Hiles, Isa Lockyer; Lejeune, Marion; Parker, Agnes; Williams, Jessie Gertrade; Woodcock, Ada Winifred; Wrigley, Marion.

1904.

Almond, Malide; Brown, Maria S.; Brown, Marion; Chadwick, Edith Dorothy; Cliff, Francisco Caroline; Croaland, Esther; Cussons, Mabel Olive; Gordon, Alice; Isgrove, Annie; Jackson, Winifred; Jenkins, Ruth Hope; Johnson, Alice; Johnson, Edith; Johnston, Jemima; Kenyon, Alice; Kershaw, Edith May; Kershaw, Ethel; Lee, Ada; Litchfield, Agnes Muriel; Longbottom, Marion Rena; Marsh, Mabel Edith; Matthias, Sarah; Moncur, Janet; Moorfield, Bertha Mima; Nicholson, Jemima; Nightingale, Florence; Oddie, Eveline; Ormrod, Harriet Nora; Radford, Elizabeth; Riley, Mary; Rogers, Harriet Chorlton; Shallis, Ethel; Smith, Margaret Ann; Snape, Nellie; Southerst, Dora; Stephens, Mabel Winifred; Thompson, Muriel; Vinar, Mary; Walsh, Gertrude Maud; Wilson, Winifred. *Diploma*: Barker, Florence Annie; Brown, Florence Margaret; Clarkson, Jessie Dewrance; Cunliffe, Helen; Elliott, Ethel Mary Linder; Hall, Mary Elizabeth; Hawcridge, Marion; Heyhurst, Annie; Hollings, Evangeline; Horsfall, Dorothy; Hutton, Ellen Mary; Jones, Alice Maud; Jones, Dorothy Hepburn; Laidler, Josephine; Lumb, Lizzie; McDonald, Annie Jane; Nuttall, Annie Rose; Palmer, Olive; Popple, Lilian; Reynolds, Mary; Robinson, Edith Annie; Willis, Edith; Winstanley, Ethel; Worrick, Millicent Frederica.

1905.

Auty, Pattie Eastham; Benson, Mary; Bent, Nancy Howarth; Bloy, Marion Edna; Coward, Dorothy G.; Coward, Winifred Ethel; Deakin, Mary Hannah; Dobson, Margaret Anne; Earnshaw, Elizabeth; Foster, Emily; Green, Amy Faith; Hall, Annie; Hall, Mary Jane Tuton; Harrison, E. Alice; Harrop, Dorothy; Hoare, Florence A.; Kay, Hannah; Layland, Anne H.; Mitchell, Lilian; Mungall, Mary N.;

Naylor, Hannah; Noar, Constance Madge; Nunn, Florence; Osborne, Muriel; Owens, Dora; Paiton, Laura L.; Powell, Olive; Royle, Florence W.; Sailman, Frances R.; Sandiford, Mary; Smith, Jennie J.; Sowerbutts, Hilda; Taylor, Mabel A.; Taylor, Sarah; Wigley, Elsie M.; Williams, Margaret; Wise, Lydia B. *Diploma*: Horsfall, Mary Grace; Ramsden, Annie; Stevenson, Rose Evelyn; Taylor, Emily Howson; Wilkinson, Marion; Willis, Janet Caroline Nicholson.

1906.

Ainscough, Clara J.; Anderson, Selina; Clough, Lillian; Crowe, Mildred M.; Diggle, Elizabeth; Epstein, Sprinzie; Fielden, Sarah; Fielding, Mabel; Ford, Ethel; Gatley, Amy; Graham, Elizabeth; Green, Eveline; Green, Muriel M.; Hallas, Elizabeth; Hordley, Edith M.; Keyte, Emily; Lord, Cecily Eveline; Marsland, Sarah E.; Mather, Iza H.; Mellor, Lily; Nessie, Bella; Norris, Sarah; Parkin, Amy B.; Parkinson, Sarah A.; Petford, Ida W.; Pickup, Emily; Potts, Ella; Pownall, Rose; Ratcliffe, Lillian W.; Reed, Agnes; Richmond, Ethel; Rose, Mabel; Rutter, Marion; Scholes, Margaret Kershaw; Sharp, Annie; Sheldon, Ada; Simpson, Frances Eunice; Stone, Edith A.; Taylor, Ethel; Thomasson, Emily; Topping, Elizabeth; Webster, Gladys; Webster, Lily; Weyer, Elsie F.; White, Margaret; Wilkinson, Pattie; Williams, Annie; Williams, Margaret; Wilson, Edith; Wood, Lucy; Woods, Medora; Wright, Jessie; Yeldham, Elsie M. *Diploma*: Adams, Violet Denise; Beecroft, Jennie; Burke, Laura; Evans, Gwladys; Holmes, Margaret Jane; Saunderson, Constance Margaret; Smith, Robina Bisset; Stocks, Winifred Alice; Wardlow, Ethel.

1907.

Ashcroft, Margaret; Bowker, Eliza; Brooks, Selina; Bury Mabel; Clark, Ada Margaret; Crowcroft, Olive Mary; Cuttill, Kathleen; Desden, Alice; Drinkwater, Lilas; Duncan, Elizabeth; Firth, Edna; Haigh, Alice; Haigh, Helen; Hall, Ruth; Halstead, Annie; Hesketh, Edith M.; Heslam, Alice Margaret; Hetherington, Emily M.; Houghton, Clara; Howells, Ethel N.; Karfoot, Bertha; Lunn, Florence; Marsland, Sarah; Matthias, Florence; Mitchell, Nellie; Pearson, Katie M.; Porter, Emily; Robinson, Catherine; Ross, Agnes L.; Simpson, Fanny; Simpson, Mary; Smethurst, Annie; Smith, Mary; Weston, Elsie M.; Winstanley, Maude; Wood, Elinor; Worrall, Beesie. *Diploma*: Cooper, Mary; Harvey, Amy Cecilia; Horrocks, Adelaide; Leah, Annie; Paull, Margaret Caroline; Picton, Grace Ethel; Price, Ethel Norah.

1908.

Atherton, Clara; Bamber, Edith; Bann, Emily G.; Bevan, Ellen M.; Botham, Elsie M.; Boyes, Sybil; Brewer, Gladys L.; Burrow, Alice; Caldecote, Florence; Cannan, Kathleen M.; Catchpoule, Mabel J.; Catton, Annie S.; Connolly, Ellen F.; Cottrell, Rhoda; Curtis, Margaret; Davies, Marion M.; Desden, Amena A.; Drummond, Edith E.; Fox, Ethel A.; Grant, Constance N.; Grime, Mabel M.; Hancock, Mabel M.; Heginbotham, Marion Dorothea; Hodson, Eunice; Horsley, Ellen T.; Isaac, Edith M.; Jackson, Dora; James, Grace; Jones, Norah K.; King, Constance; Leach, Ellen; McGregor, Flora B.; Middlehurst, Ada E.; Molyneux, Maude W.; Noble, Annie; Parker, Mary J.; Quayle, Alice; Single, Annie; Story, Jeanie D.; Suthers, Nellie; Syers, Annie G.; Thorley, Hilda; Tilley, Eva M.; Turner, Winifred; Waddington, Marie; Wakefield, Florrie; Walford, Dora; Waterhouse, Carrie W.; Wilby, Florence; Wilcock, Alice E.; Wheeler, Edith H.; Wragg, Florence; Young, Amy B. *Diploma*: Barber, Mabel Mary; Bedson, Muriel Alice; Beeley, Annie Howard; Bell, Minnie Josephine; Brodie, Elizabeth Janet; Clayton, Mary; Goudie, Grace; Hanna, Norah; Hardie, Violet Helen; McLaine, Helen Margaret; Redfearn, Elsie Mary; Sargent, Elsie Katherine; Speakman, Ethel.

1909.

Ashworth, Maggie; Belt, Gertrude, A.; Boorne, Margaret G.; Carter, Catherine; Chandler, Dora L.; Cowgill, Mary E. E.; Crosland, Dorothy; Crowe, Norah J.; Daughtry, Irene; Eckersley, Ida M.; Finch, Mary; Fox, Ada Winifred; Goodison, Winifred M.; Gordon, Daisy H.; Griffiths, Bertha May; Griffiths, Mabel G.; Hadfield, Elizabeth; Hooper, Elsie M.; Howells, Margaret H.; Huxtable, Louisa; Johnson, Edith A.; Jones, Myfanwy; Knight, Ethel F.; Leah, Edith H.; Le Mare, Margaret S. E.; Lomas, Lucy M.; Marsden, Amy; Matthias, Eveline; Moss, Emily A.; Ormrod, Lucy; Orrell, Mabel E.; Parkinson, Elizabeth; Partington, Winifred; Pearce, Annie E.; Pedder, Ethel May; Quayle, Gladys E.; Reynolds, Hilda M.; Rickleton, Beatrice; Rodgers, Edith; Smith, Annie; Stewart, Charlotte May; Street, Constance; Swaine, Elsie Newton; Swann, Nellie; Webster, Louie C.; Wilson, Enid E.; Yates, Ada B.; Young, Margaret. *Diploma*: Ashton, Martha; Bailey, Ethel; Barnes, Grace; Fairhurst, Rhoda; Jollie, Katherine.

1910.

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Butterfield, Edith M.; Calverley, Vera; Cartwright, Elsie; Chesworth, Nellie; Clarke, Hebe; Emmett, Mary E.; Gough, Sarah; Hanna, Eva; Hardman, May; Heap, Nellie; Hey, Frances S.; Higgins, Gertrude T.; Higson, Evelyn; Hill, Catherine H.; Hodgkinson, Gladys; Howarth, Gladys; Hyalop, Margaret; Jackson, Nora; Kay, Helen E. B.; Lea, Barbara B.; Mackenzie, Doris S.; Mainwaring, Dorothy; Mellor, Jessie M.; Mercer, Jenny; Parkin, Mary W.; Pearson, Olive M.; Pickles, Edith A.; Richardson, Elizabeth A.; Riley, Hannah; Roberts, Lizzie; Robertson, Hannah L. D.; Shackleton, Ruth G.; Shaw, Marion; Snelson, Laura J.; Thompson, Doris; Waite, Dorothy H.; Wareing, Marion; Waterhouse, Hilda; Weaver, Ethel; Weston, Dorothy; Williamson, Alice F. A.; Wood, Sarah A.; Yates, Clara. *Diploma*: Barkell, Lilian N.; Blake, C. E. Bridget; Bock, Charlotte M. V.; Bowman, Flor. R.; Byrne, Alice M. P.; Cooke, Martha E.; Craig, Robina Y.; Dixey, Gladys N.; Emerson, Gladys N.; Fairhurst, Susie; Fletcher, Ruth M.; Matthias, Emily; Suddards, Ida; Watson, Mary.

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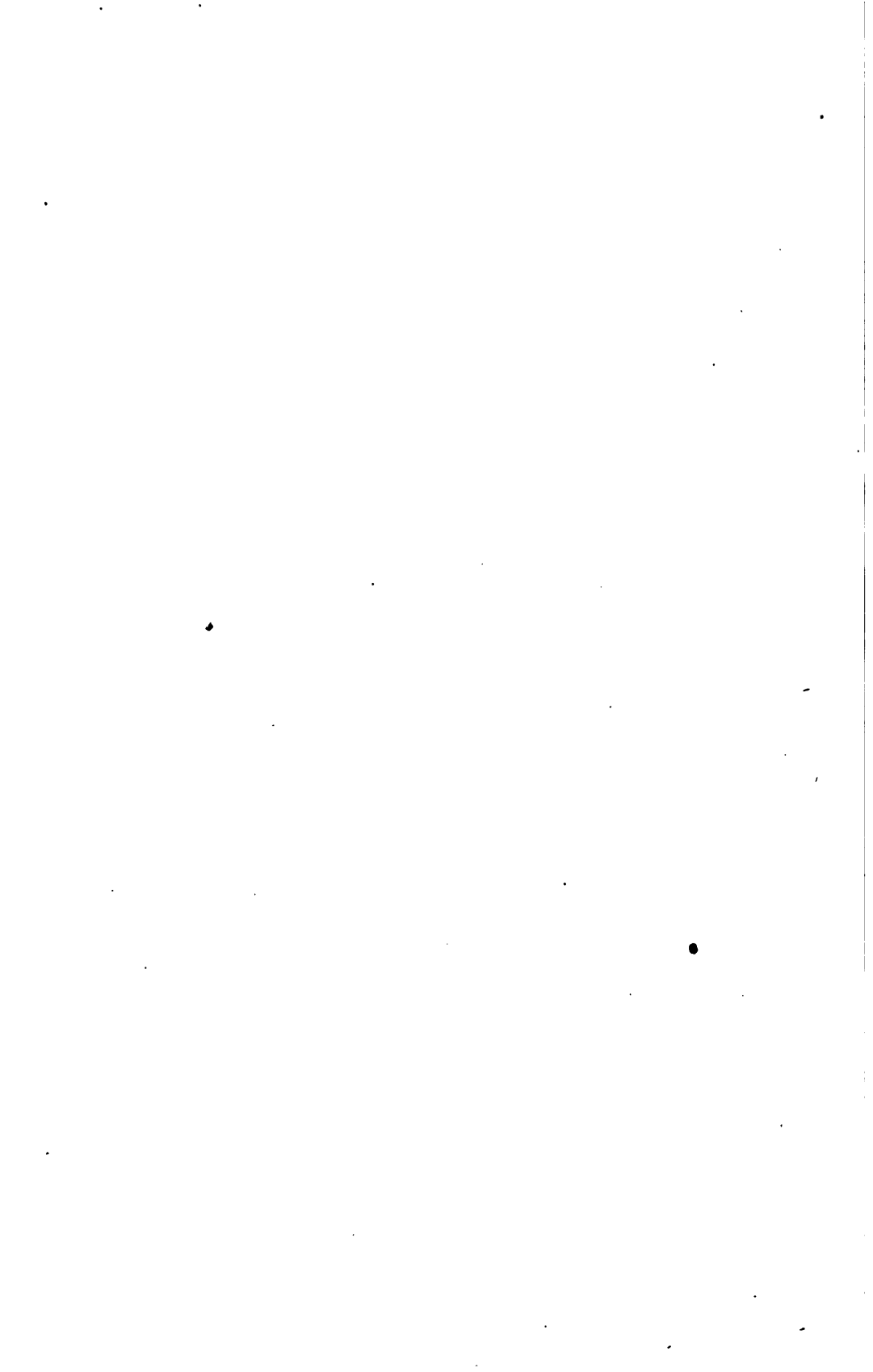
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